

A NEW METHOD
IN
ENGLISH ANALYSIS.
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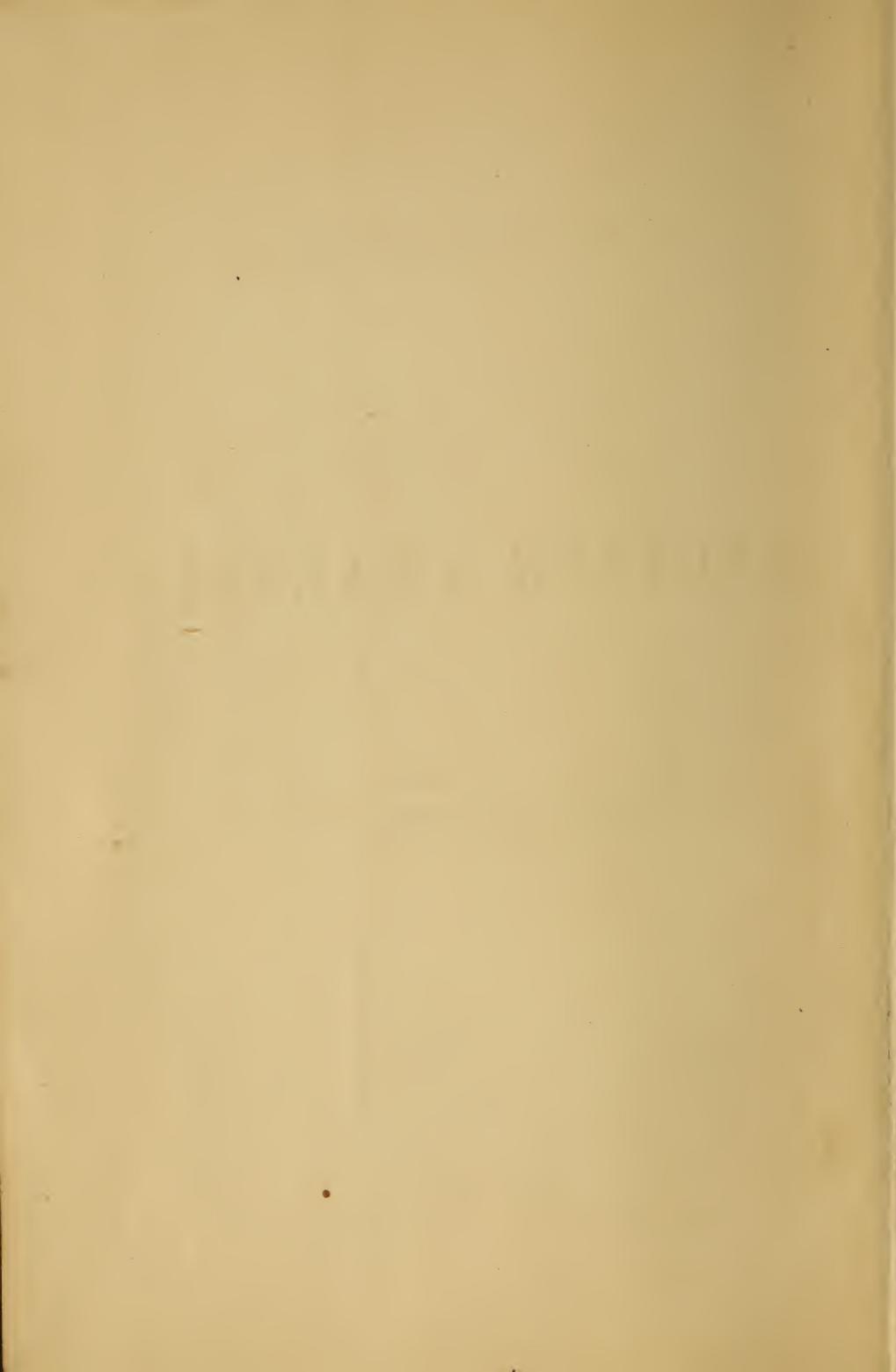
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A NEW METHOD

IN

ENGLISH ANALYSIS

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P R E F A C E.

This book like many others has grown out of practical work in the class-room. It presupposes a knowledge of Grammar which it is intended to follow. Its plan is inductive. Its objects are to aid in the correct use of English and to prepare pupils for the study of other languages.

The author has endeavored to follow the spirit of the times to avoid as much as possible the learning of definitions by rote. Written exercises upon details, rules, diagrams, and symbols, have been excluded; for while each of these, no doubt, has its advantages, they are all more or less wasteful of time and energy. The employment of arbitrary distinctions has been avoided as far as possible.

Special consideration is asked for the exercises, called written work for next lesson. They involve little more than the mere transcribing of the sentences. Their objects are twofold: First, to spare pupils the tedium of writing the details of analyses, and of making diagrams; second to secure outside of the class-room, study upon sentences. In the first part of the book,

these exercises are used to ascertain, to what extent pupils are able to apply the teachings of former lessons. Further on, they are intended to enforce previous study upon the sentences to be analyzed in class. A part of their benefit accrues to teachers, who may examine them almost at a glance, without the amount of labor generally attendant upon the correction of written exercises. The same system of marking sentences has been found of great service as a blackboard exercise in the recitation room.

While the sentences throughout the book have been selected with careful regard to the grammatical points involved, there has been an effort to find these constructions in sentences, valuable for the sentiments they contain. At the age, when studies like this are pursued, the mind is in that pliant condition which readily grasps, and long retains the things forcibly presented to it. Hence the author hopes, that while learning English constructions, those who use this book may acquire a fund of quotations which shall endure after the technical teachings of the study shall have been forgotten.

Verbal changes in the quotations used have been freely made, whenever it has been found an advantage to the grammatical constructions under consideration.

SMITH ACADEMY,
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CONTENTS.

		PAGES.
LESSON	I.—Subject, Predicate, Proposition, and Sentence	1
"	II.—Analysis. Sentences Considered in References to their Form	5
"	III.—Connectives	8
"	IV.—Sentences in Reference to their Construction	12
"	V.—Sentences in References to their Component Parts	16
"	VI.—Modifiers	19
"	VII.—The Elements in Sentences	23
"	VIII.—Classification of Elements	26
"	IX.—Bases of Elements	28
"	X.—Construction of First Class Elements	31
"	XI.—Construction of Second Class Elements	34
"	XII.—Construction of Third Class Elements	37
"	XIII.—Table of Elements	41
"	XIV.—Models for Analyzing Simple Sentences.	45
"	XV.—Substantives	52
"	XVI.—Subjects, Predicates, Attributes, Copulas and Auxilliaries	55
"	XVII.—Attributes	59
"	XVIII.—Copulative Verbs	62
"	XIX.—Interjections, Independent Phrases, and Compellatives	65
"	XX.—Nouns in Apposition as Bases. Possessive Nouns and Pronouns as Bases	69
"	XXI.—Participles. Verbal Nouns	73
"	XXII.—Objective Elements	78
"	XXIII.—Compound Subjects and Predicates	82
"	XXIV.—Expletives	85
"	XXV.—Objective Subjects	89
"	XXVI.—Nominate Absolutes	93
"	XXVII.—Important Constructions	97
"	XXVIII.—Simple Sentences	99
"	XXIX.—Simple Sentences	101

	PAGES.
LESSON XXX.—Simple Sentences	103
“ XXXI.—Simple Sentences	105
“ XXXII.—Simple Sentences	107
“ XXXIII.—Simple Sentences	109
“ XXXIV.—Simple Sentences	111
“ XXXV.—Simple Sentences	113
“ XXXVI.—Simple Sentences	115
“ XXXVII.—Simple Sentences	117
“ XXXVIII.—Complex Sentences. Models for Analyzing them	119
“ XXXIX.—Clauses as Subjects	124
“ XL.—Clauses as Subjects; with Expletives	127
“ XLI.—Clauses as Attributes	130
“ XLII.—Clauses as Adjectives	133
“ XLIII.—Clauses as Substantives in Apposition	137
“ XLIV.—Clauses as Objects, of Verbs and Participles	141
“ XLV.—Clauses as Objects of Propositions	145
“ XLVI.—Clauses as Objective Subjects	149
“ XLVII.—Adverbial Clauses Denoting Cause	152
“ XLVIII.—Adverbial Clauses Denoting Manner	155
“ XLIX.—Adverbial Clauses Denoting Place	157
“ L.—Adverbial Clauses Denoting Time	159
“ LI.—Adverbial Clauses Denoting Purpose or Result	161
“ LII.—Adverbial Clauses Denoting Concession	163
“ LIII.—Adverbial Clauses Denoting Condition	166
“ LIV.—Adverbial Clauses Denoting Comparison	168
“ LV.—Sentences with Two or More Independent Clauses	170
“ LVI.—Complex Subordinate Clauses	173
“ LVII.—Complex Sentences	177
“ LVIII.—Complex Sentences	179
“ LIX.—Complex Sentences	181
“ LX.—Compound Sentences	183

ANALYSIS
OF THE
ENGLISH LANGUAGE.

LESSON I.

SUBJECT, PREDICATE, PROPOSITION, AND SENTENCE.

1. The **subject** of any proposition is that of which something is affirmed; as, *The rain falls.* The *king* will not consent.

2. The **predicate** of any proposition is that which is affirmed of the subject; as, *The rain falls.* The king *will not consent.*

3. A **proposition** is a combination of words forming a statement, and containing its own subject and predicate; as, *which arrived yesterday.* *He is alone* on the boat.

4. A proposition may be **principal** or **subordinate**.

5. A **proposition** is said to be **principal**, or **independent**, when it makes complete sense by itself; as, *He is alone on the boat* which arrived yesterday. *I am contented, but thou art unhappy.* (*Both propositions principal.*)

6. A **proposition** is said to be **subordinate**, or **dependent**, when it does not make complete sense by

itself; as, *which arrived yesterday*. He is alone on the boat *which arrived yesterday*.

7. A proposition may, therefore, be an entire sentence, or it may be a clause in a sentence, either a principal or a subordinate clause.

Examples:—

A proposition as an entire sentence: We shall all come.

A proposition as a principal clause: *We shall all come after the sun has set.*

A proposition as a subordinate clause: We shall all come *after the sun has set.*

8. A sentence is a combination of words containing a complete thought expressed by one independent proposition, or by a combination of propositions, at least one of which is independent or principal.

Examples:—

A sentence expressed by one independent proposition: Cicero was consul.

A sentence expressed by a combination of propositions, one being subordinate: The soldiers waited *until the ships could assemble.*

9. In the following sentences point out,—

(1.) The principal and subordinate propositions.

(2.) The subjects and predicates in the propositions—

(1.) All those things which are now of great antiquity, were once new.

- (2.) She was gazing upon a world which she scarcely knew.
- (3.) A lavish planet reigned, when she was born.
- (4.) We rise in glory, as we sink in pride.
- (5.) Where boasting begins, there dignity ends.
- (6.) With every change, his features played,
As aspens show the light and shade.
- (7.) To business that we love, we rise betime,
And go to it with delight.
- (8.) If thou be pure as snow, thou shalt not escape calumny.
- (9.) Some men are fitter for a dark corner, than they are for a full light.
- (10.) You are no surer, than is the coal of fire upon the ice.
- (11.) The most trifling actions that affect a man's credit, are to be regarded.
- (12.) Whatever disgrace we have merited, it is almost always in our power to reëstablish our reputation.
- (13.) Those that do teach young babes,
Do it with gentle means and easy tasks.
- (14.) Thy tears must flow as mine have flowed.
- (15.) The river will make its own bed better than you can.
- (16.) Speak less than thou knowest.
- (17.) Lend less than thou owest.
- (18.) That thou art happy, owe to God.
- (19.) Trust not him that hath once broken his faith.
- (20.) Speak little and well, if you wish to be considered as possessing merit.

10. Questions on Lesson I.—What is the subject of a proposition? The predicate? In the example, *The rain falls*, what is the subject? What is the predicate? What is a proposition? What elements *must* every proposition contain? What two kinds of propositions are there? When is a proposition said to be principal? When subordinate? How many propositions are contained in the sentence, *He is alone on the boat, which arrived yesterday*? Which one is principal? Why? Which one is subordinate? Why? May a proposition be, itself, an entire sentence? Give an example. In the examples given in (5) and (7) point out the propositions. State which are subordinate and which principal. What is a sentence? Give an example of a sentence with a single proposition. Of a sentence with two propositions, one being subordinate to the other.

11. Written Exercise for Next Lesson.—

Write ten sentences, each containing a *principal* and a *subordinate proposition*.

- (1.) Enclose the *subordinate propositions* in parentheses.
- (2.) Underscore the *subjects* and *predicates* in the *principal clauses*.
- (3.) Overscore the *subjects* and *predicates* in the *subordinate clauses*.

Thus,

He is alone on the boat (which arrived yesterday).

His hearers often weep (while he is speaking).

All declared (that such a journey would be pleasing).

Note.—These sentences should be *made* by the pupils, or *selected* from other books, as the teacher may direct.

LESSON II.

ANALYSIS. SENTENCES CONSIDERED IN REFERENCE TO THEIR FORM.

12. Analysis is the consideration of sentences, *first*, as wholes in reference to their form and construction; *second*, in reference to the construction, use and form of their component parts.

13. As a whole a sentence is considered,
1st, in reference to its **form**;
2d, in reference to its **construction**.

14. Considered as wholes in reference to their form, there are four kinds of sentences, as follows:—

(1.) The **declarative sentence**, which makes a declaration; as, His grandfather was Lionel.

(2.) The **interrogative sentence**, which asks a question; as, Have you perused the letters from the Duke?

(3.) The **imperative sentence**, which contains a command; as, Speak to thy mother, boy.

(4.) The **exclamatory sentence**, which contains an exclamation; as, Ah! That thy father had been so resolved!

15. In the following sentences, state what **kind each one is in reference to its form.**

- (1.) The curfew tolls the knell of parting day.
- (2.) Haste thee, Nymph, and bring with thee Jest and youthful Jollity.
- (3.) Hardly a cottage chimney smokes from between aged elms.
- (4.) God bless your Grace with health and happy days.
- (5.) Pitchers have ears.
- (6.) What sayest thou, Henry, wilt thou yield the crown?
- (7.) Go rate thy minions, proud, insulting boy !
- (8.) Let his shames quickly drive him to Rome.
- (9.) God grant us patience.
- (10.) Why do people love you?
- (11.) You pay a great deal too dear for what's given freely.
- (12.) Go, play, boy, play.
- (13.) A sad tale is best for winter.
- (14.) Sir, let me be so bold, as to ask you, did you ever yet see Baptista's daughter?
- (15.) What! This gentleman will out-talk us all !
- (16.) Imitation is the sincerest of flattery.
- (17.) Still seems it strange, that thou shouldst live forever?
- (18.) What traitors we are !
- (19.) Take heed of jesting, for many have been ruined by it.
- (20.) Gods! Can a Roman senate long debate which of the two to chose, slavery or death?

16. Questions on Lesson II. — What is analysis? In what two ways is a sentence considered? As a whole, in what two ways is a sentence considered? As wholes, in reference to their form, what four kinds of sentences are there? Name them. What is a *declarative* sentence? Give an example. What is an *interrogative* sentence? Give an example. What is an *imperative* sentence? Give an example. What is an *exclamatory* sentence? Give an example.

17. Written Work for Next Lesson. —

- (1.) Write eight sentences, two of each kind. —
Declarative, interrogative, imperative, and exclamatory.
(2.) State on the margin, what kind each one is, thus,

Speak to thy mother, boy. *Imperative.*

Note. — Sentences may be mixed in form. The subordinate clauses may differ in form from the principal clauses. In analyzing, give the form of the principal clause to the entire sentence, merely mentioning that of the subordinate clause when it is reached in the course of the analysis. For example, in the sentence, *I said to him, "when shall I return the book?"* the subordinate clause, *when shall I return the book*, is *interrogative*, but the principal clause is a mere declaration. The sentence is, therefore, said to be declarative with an interrogative, dependent clause. Sentence (14) in LESSON II., PARAGRAPH (15) is an excellent illustration of this same principle. It is an *imperative* sentence, whose subordinate clause is *interrogative*.

LESSON III.

CONNECTIVES.

18. A **conjunction** is a word which serves to connect words, phrases, or propositions, (*i.e.*, *elements*), and is sometimes called a *connective*; as, She speaks poniards and every word stabs. Thoughts are but dreams, *till* their effects be tried. A just *and* reasonable modesty.

19. Conjunctions are divided into two kinds,

Subordinate and
Coordinate.

20. **Subordinate conjunctions** serve to connect dependent to principal propositions; as, Virtue itself offends, *when* it is coupled with forbidding manners.

21. **Coordinate conjunctions** serve to connect elements which are equally important, and mutually independent of each other; as, Pale *and* wan as ashes was his look. Beware of entrance to a quarrel, *but* being in, bear it.

22. **Relative pronouns** often serve as **subordinate conjunctions**, while performing the ordinary offices of pronouns; as, I consider that man to be undone *who* is insensible to shame.

Note. — Who is not only a relative pronoun, and the *subject* of the subordinate proposition in this sentence, but it serves also to connect that proposition to the principal proposition.

23. Some conjunctions, such as *either*, *neither*, *nor* and and *both*, serve to mark more forcibly the connection expressed by some other conjunction ; as, He is *both* friend and foe.

Note. — *Both* is an emphatic conjunction, and serves to mark more forcibly the connection expressed by *and* between *friend* and *foe*.

24. In the following sentences, state according to the **MODEL** given below,

(1.) What kind of a sentence each one is as a whole, in reference to its form.

(2.) Point out the different propositions, and state which are principal and which subordinate.

(3.) Point out the different connectives, and state whether
coördinate, subordinate, relative, or emphatic.

MODEL. — *All orators are dumb, when beauty pleadeth.*

(1.) A declarative sentence with two propositions.

(2.) *All orators are dumb.* Principal proposition.

(3.) *when beauty pleadeth.* Subordinate proposition.

(4.) *When* is a conjunction. Subordinate.

25. (1.) Deliberate with caution, but act with care.

(2.) In this world, the fondest and the best
Are the most tried, most troubled and dis-
tressed.

(3.) He who can take advice, is sometimes superior
to him who can give it.

(4.) Learn to live well, or fairly make your will.

(5.) What are the aims which are at the same time duties?

(6.) He who surpasses or subdues mankind,
Must look down on the hate of those below.

(7.) Fret, till your proud heart break.

(8.) The man of thought strikes deepest, and strikes safely.

(9.) Angry and choleric men are as ungrateful and unsociable, as are thunder and lightening.

(10.) If thou wouldest be borne with, bear with others.

(11.) The mind, I sway by, and the heart, I bear,
Shall never sagg with doubt, nor shake with
fear.

(12.) Be thou familiar, but by no means vulgar.

(13.) Such characters neither do good nor evil, but they are in the way of both the good and the evil doers.

(14.) Oh! It is excellent to have a giant's strength, but it is tyrannous to use it like a giant.

(15.) Weep I cannot, but my heart bleeds.

(16.) Pride goeth before destruction, and a haughty spirit before a fall.

(17.) A primrose by a river's brim,
A yellow primrose was to him,
And it was nothing more.

(18.) A man who could make so vile a pun would not scruple to pick a pocket.

(19.) Never leave that till to-morrow which you can do to-day.

(20.) Our remedies oft in ourselves do lie, which we ascribe to others.

26. Questions on Lesson III.—What is a conjunction? By what other name is it sometimes called? In analyzing, what general kinds of conjunctions are there? What is a subordinate conjunction? Give an example, and point out the subordinate conjunction. What is a coördinate conjunction? Give an example, and point out the coördinate conjunction. What other part of speech often serves as a connective? Give an example, and explain the use of the word. What other kind of connective sometimes occurs? Give an example and explain the use of the emphatic conjunction. Name some emphatic conjunctions.

Note.—In Analysis, it is not considered important to make distinctions, further than the primary division, *i. e.*, *coördinate* and *subordinate conjunctions*. The coördinate conjunctions are divided according to their use into five kinds. Their purpose is to connect similar constructions. They are very generally called *copulative*, *disjunctive*, *adversative*, *illative*, and *causal*. Copulative conjunctions denote *union*; disjunctive conjunctions denote *separation*; adversative conjunctions denote *contrast or opposition*; illative conjunctions denote *inference*, and causal conjunctions denote *cause*. Subordinate conjunctions are used to connect dissimilar constructions. They usually take their names from the ideas or circumstances expressed by the *subordinate clauses*, which they connect to the principal clauses. The most popular division of subordinate conjunctions seems to be the following: *Temporal* conjunctions denote *time*; *causal* conjunctions denote *cause*; *consecutive* conjunctions denote *result*; *comparative* conjunctions denote *comparison*; *interrogative* conjunctions indicate *questions*; *final* conjunctions denote *purpose*; *concessive* conjunctions denote *concession*, and *conditional* conjunctions denote *condition*. A thorough understanding of these distinctions in English is of special service to pupils in prosecuting the study of any other language. A *relative pronoun* is classified, in analyzing, among the *subordinate connectives*. An *emphatic conjunction*, by analogy, is called *coördinate*.

LESSON IV.

SENTENCES IN REFERENCE TO THEIR CONSTRUCTION.

27. Considered, **as wholes**, in reference to their construction, there are **five kinds** of sentences as follows:—

(1.) The **simple sentence**, which is composed of a single independent proposition; as, Pitchers have ears.

(2.) The **complex sentence**, which is composed of at least one principal and one subordinate proposition; as, They best can bear reproof (*principal clause*) who merit praise (*subordinate clause*).

(3.) The **compound sentence**, which is composed of two or more independent, simple propositions; as, Slight small injuries, and they will become none at all.

(4.) The **complex-compound sentence**, which is composed of two or more independent, complex members; as, I saw him, *when he came*, and I shall see him, *when he returns*.

(5.) The **mixed sentence**, which is composed of at least one simple, and one complex statement, coördinately united; as, Love is blind (*simple*), and lovers cannot see the pretty follies, that themselves commit (*complex*).

28. In the following sentences, state, according to the **MODEL** given below, what **kind** of sentence each one is: —

- (1) in reference to its **form**,
- (2) in reference to its **construction**, thus,

MODEL. — *The curfew tolls the knell of parting day.*
This is a *declarative, simple* sentence.

29. (1.) She drew the splinters from the wound, **and** with a charm she staunched the blood.

- (2.) Sir Walter Scott was born in Edinburg.
- (3.) Her chief is slain, **and** she fills his fatal post.
- (4.) Dost thou think *that* I am an executioner?
- (5.) He is sudden, *if* a thing comes into his head.
- (6.) I know our duty, **and** you are all undutiful.
- (7.) The complaints *which* I hear of you, are grievous.
- (8.) Who shall say me nay?
- (9.) Do not think so **and** you shall not find it so.
- (10.) Come quickly *that* you may see the comet.
- (11.) I will aid him *if* I can, **but** you would not assist the man *if* you could.
- (12.) Whence came we, **and** whither do we go?
- (13.) I am a man *who* both works and prays, **but** you *neither* work *nor* pray.
- (14.) Honor *and* shame from no condition rise.
- (15.) Be content **and** you will be happy.
- (16.) I am engaged, **and** I shall challenge him.
- (17.) I saw him *when* he came, **and** I shall see him *after* he returns.
- (18.) He knows me, **but** he will not betray me *unless* his master demand it.

(19.) We do not really know, *what* is good or bad fortune.

(20.) Wish wisely **and** love dearly.

30. Questions on Lesson IV. — Considered, as wholes, in reference to their construction, how many kinds of sentences are there? Name them. What is a simple sentence? Give an example. What is a complex sentence? Give an example. What is a compound sentence? Give an example. What is a complex-compound sentence? Give an example. What is a mixed sentence? Give an example. Give an example of a sentence with two or more members, all of them being simple statements. Give an example of a sentence with two or more members, all of them being complex statements. Give an example of two or more members which are mixed or different in construction. What kind of connectives are used to join subordinate to *principal* propositions? Ans. *Relative pronouns, and the subordinate conjunctions, expressed or understood.* What kind of connectives are used to join the members of compound sentences, and other elements of coördinate arrangement? Ans. *Coördinate conjunctions.*

31. Exercise for Practice. No. I. — Dispose of all the sentences given in previous Lessons according to **MODEL** in Lesson IV. (28)

32. Exercise for Practice. No. II. —

(1.) Point out the **different propositions** in the sentences given in **LESSON IV**, (29).

(2.) State which are **principal**, and which **subordinate**.

(3.) Point out the **connectives** in each sentence, stating

- (1) **their kind,**
- (2) **their use, thus,**

MODEL.— *Her chief is slain, and she fills his fatal post.*

(1.) This sentence has two propositions,

Her chief is slain, and

She fills his fatal post.

(2) Both propositions are *principal or independent*;

(3) *and* is the *connective*;

(1) it is a *coördinate conjunction* and

(2) connects the two members of a compound sentence.

33. Written Work for Next Lesson.—

(1.) Write ten sentences, two of each kind, *simple, complex, compound, complex-compound, and mixed*.

(2.) Enclose the propositions in parentheses.

(3.) Underscore the subjects and predicates in the principal propositions.

(4.) Overscore the subjects and predicates in the subordinate propositions.

(5.) State on the margin what kind of sentence each one is in reference to its construction, as a whole; thus,

MODEL.—

(Some bad people would be less dangerous) (if they had not some goodness). Complex.

Note. Many persons avoid the distinctions, *complex-compound* and *mixed*, by recognizing only the first three divisions and classifying the other two (*i.e. mixed and complex-compound*) as compound sentences with one or more complex members. Practically, this answers as well in analyzing, and, perhaps, avoids some verbiage, but it destroys the *symmetry* of arrangement which we think should not be sacrificed.

LESSON V.

SENTENCES IN REFERENCE TO THEIR COMPONENT PARTS. WORDS, PHRASES, AND CLAUSES.

34. Considered, in reference to their component parts, sentences contain **words**, **phrases**, and **clauses**.

35. A **word** is the sign of an idea; as, *horse*; *beautiful*; *runs*.

36. A **phrase** is a combination of words, without subject and predicate, used as a whole, to express an idea; as, *at noon*; *with great respect*; *seeing many things*.

37. A **clause** is a proposition, used as a component part of a complex, compound, or mixed sentence. It may be principal or subordinate; as,

I shall be happy, when my father returns. **Principal clause.**

I shall be happy, *when my father returns*. **Subordinate clause.**

I shall go home, and *I shall remain*. **Both principal clauses in a compound sentence.**

38. A clause differs from a proposition in this, that a proposition may be, itself, an *entire sentence*, while a clause can never be anything more than a component *part of a sentence*.

39. Of the following: —

(1.) State what **kind** of **sentence** each one is **as a whole**, in reference —

(1.) **to its form.**

(2.) **to its construction.**

(2.) Point out the different **phrases** and **subordinate clauses**, in each, thus: —

MODEL. — *In peace, we should prepare for wars which may come.*

This sentence is (1) *declarative complex.*

(2) The *phrases* are, *in peace* and *for wars.*

(3) The *subordinate clause* is, *which may come.*

40.

(1.) When the moon shone, we did not see the candle.

(2.) I take of worthy men, whatever they give.

(3.) We trust others too little, when we are old.

(4.) The breast of a good man, is a little Heaven on earth.

(5.) Thrice is he armed, that hath his quarrel just.

(6.) He deals on his own soul.

(7.) In private conversations, the wisest men sometimes talk too much.

(8.) She only finds her self-esteem in others' admiration.

(9.) We are known by our deeds, whatever we do.

(10.) He bore him well in the thickest of the troop.

(11.) Thou hast by moonlight at her window sung.

(12.) I marvel, how the fishes live in the sea.

- (13.) The only disadvantage of an honest heart is credulity.
- (14.) Cunning leads to knavery.
- (15.) The bounds of a man's knowledge are easily concealed, if he has but prudence.
- (16.) The lowing herd winds slowly o'er the lea.
- (17.) Alas! Our country is lost, and our hearts are broken!
- (18.) With thee I would love to live, and with thee I would cheerfully die.
- (19.) Many will swoon, when they do look on blood.
- (20.) O! I know, where you are!

41. Questions on Lesson V.—Considered in reference to their component parts, sentences contain what? What is a word? Give an example. What is a phrase? Give an example. What is a clause? Give an example. Explain the difference between a clause and a proposition. Illustrate by examples.

42. Written Work for Next Lesson. —

- (1.) Write *three complex*, *three compound*, and *three mixed* sentences.
- (2.) Enclose the *clauses* in parentheses, and underscore the *phrases* thus: —

(These are the ties) (which are strong in their very nature.)

(In youth, we aspire to much) ; but (in old age, we are often content with very little.)

LESSON VI.

MODIFIERS.

43. Any word or group of words, used with a *single* word or with a *combination* of words to change the application or meaning, is called a **modifier**.

44. A modifier may consist of —

- (1.) **A single word**; as, *great* expectations.
- (2.) **A phrase**; as, *too many* men; the War *of the Roses*.
- (3.) **A clause or proposition**; as, I shall come, *when I can*.

45. Modifiers, in reference to their use, may be —

(1.) **Adjective modifiers**, or those which serve to limit the meaning or application of nouns, pronouns, or other substantives; as, *young* ladies; gentlemen *of the Court*.

(2.) **Adverbial modifiers**, or those which serve to limit the meaning or application of verbs, adjectives, participles, or adverbs; as, to part *quietly*. They never roamed, *beyond the vale of shepherd life*. I shall come, *when I can*.

(3.) **Objective modifiers**, or those which serve to complete the meaning of transitive verbs, or participles; as, We expect *kindness*. All hope *to be set free*. Love *what is good*.

46. Adverbial modifiers denote circumstances of —

(1.) **Place**; as, I shall remain *here*. The battle was at *Yorktown*. *Whither he leads*, I shall ever follow.

(2.) **Time**; as, We returned *yesterday*, and shall remain until *Monday*. I gave thee mine, *before thou didst request it*.

(3.) **Cause**; as, We do this *for charity*. I loved her, *that she did pity them*.

(4.) **Manner**; as, The house suddenly fell *with a great crash*. It droppeth, *as the gentle rain*.

47. Notice that adverbial clauses denote, in addition to the above circumstances —

(1.) **Conditions**; as, *If thou wilt swear*, swear by thy gracious self.

(2.) **Concessions**; as, *Although his mind be cursed*, his tongue is kind.

(3.) **Comparisons**; as, The mountains are older, *than the trees*.

(4.) **Purposes or Results**; as, Have respect to mine honor, *that you may believe*.

48. In the following sentences, classify the italicized modifiers, stating —

(1.) Whether they are **single words, phrases, or clauses**.

(2.) Whether they are **adjective, adverbial, or objective**.

(3.) If they are adverbial, whether they denote **place, time, cause, or manner**.

(4.) Whether any of the **adverbial clauses denote condition, concession, comparison, or purpose or result**, thus —

MODEL. *If thou wilt swear, swear by thy gracious self.*

In this sentence,

- (1.) *If thou wilt swear* is a clause modifier
- (2.) It is adverbial, and denotes condition.
- (1.) *By thy gracious self* is a phrase modifier.
- (2.) It is adverbial, and denotes manner.

49. (1.) *Beauty lives with kindness.*

(2.) *Many persons carry their characters about in their faces.*

- (3.) *God giveth good for no other end*
- (4.) *The most manifest sign of wisdom* is continued cheerfulness.
- (5.) *The fountains of content* must spring up in the mind.

(6.) *We shall discover the truth, if we observe closely.*

(7.) *An honest man can speak for himself, when a knave cannot.*

(8.) *Hope is the dream of a waking man.*

(9.) *Those who know the least of others, think the highest of themselves.*

(10.) *Let him say what he will.*

(11.) *He that sips of many arts, drinks of none.*

(12.) *The vanity of our life* is like a river passing away.

(13.) *Learn to hold thy tongue.*

(14.) *In order that you may be beloved,* be amiable.

(15.) *Envy is destroyed by true friendship.*

(16.) *Love will creep into service, where it cannot go.*

(17.) *There is a rabble amongst the gentry.*

(18.) *This world to me is like a lasting storm,
whirring me from my friends.*

(19.) *In contemplation of created things, by steps we
may ascend to God.*

(20.) *In her starry shade
Of dim and solitary loveliness,
I learn the language of another world.*

50. Questions on Lesson VI. — What is a modifier? Of what three things may modifiers consist? Give an example of a single word, as a modifier. A phrase. A clause. Modifiers with reference to their use are of what three kinds? Define adjective modifiers, and give an example. Define adverbial modifiers, and give an example. Define objective modifiers, and give an example. Adverbial modifiers may denote what different circumstances? Give an example of a phrase denoting place? A clause denoting place? A phrase denoting time? A clause denoting time? A phrase denoting manner? A clause denoting manner? A phrase denoting cause? A clause denoting cause? A clause expressing a condition? A clause expressing a concession? A clause expressing a comparison? A clause expressing a purpose or result?

51. Written Work for Next Lesson: —

(1.) Write *eight complex sentences*, each with a single adverbial subordinate proposition, to illustrate the eight different kinds of adverbial clauses.

(2.) Enclose the *adverbial clauses* in parentheses.

(3.) *State on the margin*, what circumstance the clause denotes, thus —

(1) Speak less (than thou knowest.) *Comparison.*

(3) Fail not (when thy country calls.) *Time.*

LESSON VII.

THE ELEMENTS IN SENTENCES.

52. The **subject** and **predicate** of any proposition, with the **adjective**, **adverbial**, and **objective** modifiers, constitute its elements.

53. There are two general kinds of elements —

Principal, and
Subordinate.

54. The **principal elements** in a proposition are the *subject* and *predicate*. They are necessary to every proposition.

55. The **subordinate elements** in a proposition are the *adjective*, *adverbial*, and *objective* modifiers, called subordinate, because they depend upon the principal elements.

56. A sentence or proposition *must*, therefore, contain at least *two* elements, the subject and predicate, and *may* contain *five* different kinds of elements, according to their use; as, The sun really gives vigor.

sun, *subject*. }
gives, *predicate*. } principal elements.

the, *adjective*. }
really, *adverbial*. } subordinate elements.
vigor, *objective*, }

57. In the following sentences, state —

(1.) What **kind** each one is in reference to its **form** and **construction**.

(2.) State the two **principal elements** in each clause or proposition.

(3.) Point out the **subordinate elements**; first, those **modifying the subject**, then those **modifying the predicate**, stating, as each one is given, whether it is **adjective**, **adverbial**, or **objective**, thus —

MODEL. — *The sun really gives vigor.*

This sentence is —

declarative,

simple.

sun is *the subject*.

gives is *the predicate*.

sun is modified by **the**, an adjective element.

gives is modified by **really**, an adverbial element,

also by **vigor**, an objective element.

58. (1.) He venerates God. (2.) Did they fall? (3.) Wonderfully is he made! (4.) We do not hope to survive. (5.) The queen has really granted permission. (6.) Shall we fly to-morrow? (7.) Who speaks thus rashly? (8.) The rain falls fast. (9.) Extreme avarice always mistakes itself. (10.) Every trait of beauty may be referred to some virtue. (11.) The conqueror is regarded with awe. (12.) The wise man commands our esteem. (13.) Men of great parts are often unfortunate in business. (14.) Care keeps his watch in every old man's eye. (15.) They look at him with much wonder.

(16.) Oh! I have lost my reputation! (17.) Never get a reputation for a small perfection. (18.) The Heavens hold firm the walls of thy dear honor. (19.) Children live in the world of the imagination. (20.) Our companions please us, with their charming manner

59. Questions on Lesson VII.—What constitute the elements in a proposition? Name the two general kinds of elements. What are the principal elements? What are the subordinate elements? Why so called? How many, and what elements *must* every sentence contain? How many different kinds of elements *may* a sentence contain, according to use? Give an example of a sentence with five different kinds of elements according to their use.

60. Written Work for Next Lesson:—

Write ten sentences, each containing *five different kinds of elements* according to their use; as, The sun really gives vigor.

LESSON VIII.

CLASSIFICATION OF ELEMENTS.

61. The elements, with reference to their form, are of three classes, called respectively **first**, **second**, and **third** class elements.

62. An element of the first class is a thought word or words, with or without modifiers ; as, John ; beautiful ; handsome *horses* ; *runs*.

63. An element of the second class is a phrase whose basis (*i.e.*, *principal words*), consists of a substantive with the preposition governing it, or of an infinitive, including the sign *to*, expressed or understood ; as, *with comfort* ; *to live well* ; *in due time*.

64. An element of the third class is a subordinate proposition ; as, *It is the gentle Romeo whom thou knowest*. *I shall return, when you bid me*.

65. Of the following, state which are **first**, which **second**, and which **third** class elements : —

- (1.) Angry men. (2.) The venom. (3.) Of your spleen. (4.) For my laughter. (5.) Ungrateful. (6.) When anger rushes. (7.) Safely. (8.) Till your proud heart break. (9.) Trembling greatly. (10.) To save himself. (11.) Which suits. (12.) In all the professions. (13.) My home. (14.) Henry's book. (15.) To be a miracle. (16.) Who imagine them-

selves great. (17.) Often. (18.) To the stars. (19.) When beauty pleadeth. (20.) While she was singing. (21.) To burn bright. (22.) To have been deceived grossly. (23.) As we sink in pride. (24.) After you shall be dead. (25.) Having travelled many miles. (26.) Too much. (27.) Out of danger. (28.) Concerning the wars. (29.) Very silly things. (30.) Up. (31.) Where we cannot invent. (32.) So good. (33.) The least independent man. (34.) In the very lowest link. (35.) To have set the world free. (36.) Sharp-toothed unkindness. (37.) After having drunk. (38.) By running. (39.) His mighty heart. (40.) Because thou art not seen.

66. Questions on Lesson VIII. — With reference to their *form*, how many kinds of elements are there? Name them. What is an element of the first class? Of the second class? Of the third class? Give examples of each.

67. Written Work for Next Lesson:—

Write *ten* sentences containing the *three different kinds of elements*.

(1.) *Underscore the subjects and predicates in the principal propositions.*

(2.) *Overscore the subjects and predicates in the third class elements.*

(3.) *Enclose the different classes of elements in parentheses, thus:—*

1st C.	2nd C.	1st C.
(Much) <u>business</u>	(of importance) <u>engaged</u>	(those)
3rd C.		
(who <u>were</u> present.)		

LESSON IX.

THE BASIS OF ELEMENTS.

68. Every first or second class element contains a leading word or words, known as **the basis**; as, *A lovely morn*; *in luck*; *in great luck*; *to speak rapidly*.

69. **The basis of a first class element** is its leading *thought word or words* taken alone; as, *Seeing him*; *a noble man*; *sweet apples*; *having seen him*.

70. **The basis of a second class element** is its leading *substantive*, with the *preposition* which governs it, or its *leading infinitive*, including the sign *to*, expressed or understood; as, *in the country*; *to die easily*.

71. A third class element, being neither a word nor a phrase, but a proposition, is not said to have a basis.

72. In the following sentences point out the **first and second class elements**, and name the basis of each, thus —

MODEL. — *Seeing him, they went to his rescue.*

In this sentence,

- (1.) *Seeing him*, is an element of the *first class*.
- (2.) *Seeing (its leading word)* is the *basis*.

- (3.) *To his rescue*, is an element of the second class.
(4.) *To rescue* is the basis.

(1.) A statesman may do much for commerce. (2.) Egypt does not on the clouds rely. (3.) Without the worm, in Persia's silks we shine. (4.) Even from the body's purity, the mind receives a certain sympathetic aid. (5.) The superiority of some men is merely local. (6.) One man, in his time, plays many parts. (7.) A short life is sufficient. (8.) The applause of a good actor is due to him. (9.) The multitude, having seen Alexander, shouted with vociferous applause. (10.) The pleasure of love is in loving. (11.) To marry suitably, marry your equal. (12.) She commandeth him by constantly obeying him. (13.) Canst thou not minister to a mind diseased? (14.) We may find means to cure folly. (15.) A modest person seldom fails to gain good will. (16.) Money, desired by many, is acquired by few. (17.) Seeing him, they went to his rescue. (18.) Money, the servant of good men, is a dangerous master. (19.) Nature's colors are the most beautiful. (20.) Men possessed of good minds, should greatly govern their own fortunes.

Note.—An excellent method of teaching pupils to distinguish the basis of any group of words, is to require them *first* to enclose the group in a parenthesis. Then explain, that the basis consists only of the word or words *within* the group, directly and grammatically connected with some word or words outside the group, *thus*,—

In the sentence, The multitude (*having seen Alexander*), shouted (*with vociferous applause*.) *Having seen Alexander* is a first class element. The participle, *having seen*, limits *multitude*, a word, *outside* of the group and is clearly the basis. *Alexander* limits *having seen*, a word *within* the group and as evidently, is *not* the basis. In the group, (*with vociferous applause*), *with applause* limits *shouted*, a word *without* the group, and is plainly the basis, while *vociferous* limiting *applause* inside the group is clearly *not* the basis. This is a good blackboard exercise.

73. Questions on Lesson IX. — What is a basis? What is the basis of a first-class element? Give an example. Of a second class element? Give an example. What two classes of elements are said to have bases? Which one is not said to have a basis? Why?

74. Written Work for Next Lesson: —

(1.) Write *ten simple sentences* containing a variety of first and second class elements.

(2.) *Enclose the first and second class elements in parentheses.*

(3.) *Underscore the bases, thus —*

(The) officers call (your attention) (to the following laws.)

LESSON X.

ELEMENTS IN REFERENCE TO THEIR CONSTRUCTION.

First Class Elements.

Simple,
Complex,
Compound, and
Complex-Compound.

75. The elements according to their construction are, **simple**, **complex**, **compound**, and **complex-compound**.

76. A first class element is said to be **simple** when its basis is *unmodified*; as, *time*; *safety*. *Time flies*.

77. A first class element is said to be **complex** when its basis is *modified*; as, *fast time*; *great safety*.

78. Two or more *simple*, first class elements, coördinately united into a single group taken as a whole, constitute a **compound element of the first class**; as, *blue*, *green* and *yellow*; *yea* or *nay*; *large* as well as *small*.

79. Two or more *complex* first class elements, coördinately united into a single group taken as a whole, constitute a **complex-compound element of the first class**; as, *dark blue* and *light green*; *very large* as well as *very small*.

Note.—Mixed elements are of frequent occurrence. As, *quick* of speech and *interesting*. Here are found a modified, and an unmodified basis, united into a single construction. To avoid unnecessary refinement in the distinction of elements, such expressions have been classified as *complex-compound*. This applies as well to second and third class elements. In the example above, the compound basis is, *quick* and *interesting*. *Quick* has a modifier, *of speech*, and *interesting* is unmodified.

80. Of the following first class elements, —

(1.) State which are **simple**, which **complex**, which **compound**, and which **complex-compound**.

(2.) Point out the **basis** in each group, and mention the **modifiers**, *thus* —

MODEL.—*The Jews and the Gentiles.*

This element is —

(1.) *Complex-compound.*

(2.) *Jews and Gentiles* is the basis.

Each of these words is modified by *the*.

- 81.** (1.) Artificial pearls. (2.) The chill marble.
 (3.) Long or short. (4.) Victoria. (5.) Sooner or later.
 (6.) Asking alms. (7.) The money as well as alms.
 (8.) The ring. (9.) Now or never. (10.) Seeing the city, but remembering nothing. (11.) Ever and anon. (12.) A great deal. (13.) Walking away.
 (14.) Still improving. (15.) Vain pomp and glory.
 (16.) The noble and the brave. (17.) My joys, my griefs, my passions, and my powers. (18.) A reined tongue and a bursting heart. (19.) Going and coming.
 (20.) The settled shadow. (21.) Owning land. (22.) Inheriting no discord nor marrying strife. (23.) The shortest and surest way. (24.) The first sure symptom.
 (25.) Laughing. (26.) Washington. (27.) Simpleness

and duty. (28.) Real poverty. (29.) John's books. (30.) Dying, but dying bravely. (31.) Her precious pearls. (32.) A doctor, the village's hope. (33.) Henry, the king. (34.) Cheeks. (35.) Smiling cheeks. (36.) Coming and going quickly. (37.) Seeing clearly. (38.) Dead and buried. (39.) Illness. (40.) Peter, the hermit.

82. Questions on Lesson X. — The elements according to their construction may be of what four kinds? When is a first class element simple? Give an example. Complex? Give an example. Compound? Give an example. Complex-compound? Give an example. By what are the members of compound elements connected? *Ans. Coördinate conjunctions.*

83. Written Work for Next Lesson:—

- (1.) Write *ten simple sentences* containing a variety of *first class elements*.
- (2.) *Underscore the subjects and predicates.*
- (3.) Enclose the first class elements in parentheses, *thus*—

1st C. 1st C.
This is (a) (dead and ineffectual) letter.

LESSON XI.

ELEMENTS IN REFERENCE TO THEIR CONSTRUCTION.

Second Class Elements : —

Simple,
Complex,
Compound, and
Complex-Compound.

84. A second class element is said to be **simple** when the substantive or infinitive of its basis is *unmodified*; as, *In fear*; *to intrude*.

85. A second class element is said to be **complex** when the substantive or infinitive of its basis is *modified*; as, *In great fear*; *to intrude boldly*.

86. Two or more *simple*, second class elements, coördinately united into a single group taken as a whole, constitute a **compound element of the second class**; as, *In peace* and *in war*; *to live* or *to die*.

87. Two or more *complex*, second class elements coördinately united into a single group taken as a whole, constitute a **complex-compound element of the second class**; as, *in sweet peace*, and *in turbulent war*; *to be* or *not to be*.

Note.—Mixed elements of this class are disposed of as complex-compound.

88. Of the following second class elements, state —

(1.) Which are **simple**, which **complex**, which **compound**, and which **complex-compound**.

(2.) State what the **basis** is in each one, and give the modifiers, *thus* —

MODEL. — *With great pleasure*, is
a complex element.

With pleasure is the *basis*, and pleasure
is modified by *great*, an *adjective*
element of the first class.

89. (1.) With pleasure. (2.) To be or not to be.
(3.) In peace or in war. (4.) In peaceful times or in
war. (5.) To live well. (6.) To have perished. (7.)
Under the daisies. (8.) At midnight. (9.) From home,
as well as at home. (10.) To live well, also to die
calmly. (11.) To have insulted the king, but to have
honored the queen. (12.) With liberty or with death.
(13.) Through ambition. (14.) To be found. (15.)
To the axe's edge. (16.) With careless steps and slow.
(17.) By mountain, streamlet, or meadow. (18.) With
satisfaction and delight. (19.) To disappoint one's self.
(20.) To see an old man beginning a vicious course. (21.)
To have been refused admission. (22.) To view alone
the fairest scenes of earth and deep. (23.) To pity kings.
(24.) To run away. (25.) In speaking or writing. (26.)
In endurance and in number. (27.) To acquire a for-
tune. (28.) With summer beams and genial breezes.
(29.) In Hymen's gay propitious hour. (30.) To have
been studied. (31.) To know no more. (32.) Of
humor. (33.) With wit and humor. (34.) In the
minds or in the hearts of women. (35.) In a good

light. (36.) By observation and by reading. (37.) In any honest suit. (38.) To be so little touched. (39.) Of it. (40.) Of so free, so blessed, so kind, so apt a disposition.

90. Questions on Lesson XI. — When is a second class element said to be Simple? Give an example. Compound? Give an example. Complex? Give an example. Complex-compound? Give an example.

91. Written Work for Next Lesson:—

(1.) Write *ten simple sentences*, containing a variety of *second class elements*.

(2.) *Enclose the second class elements in parentheses.*

(3) *Underscore the subjects and predicates, and overscore the bases of second class elements, thus:—*

I, (with all my friends), expect (to go.)

LESSON XII.

ELEMENTS IN REFERENCE TO THEIR CONSTRUCTION.

Third Class Elements:

Simple,
Complex,
Compound, and
Complex-Compound.

92. A third class element is said to be **simple** when no one of its elements is modified by any other third class element; as, I smiled, *when he went by*.

93. A third class element is said to be **complex** when at least one of its elements is modified by another third class element; as, I am the man *who called you when you were passing*.

Note.—The clause, *Who called you when you were passing*, is complex, because one of its elements, *called*, is modified by another third class element, **when you were passing**.

94. Two or more *simple* third class elements, coördinately united into a single group taken as a whole, constitute a **compound element of the third class**; as, I am the man, *who came yesterday, and who will address the people to-day*; Hercules saw him, *when he left, as well as, when he returned*.

95. Two or more *complex* third class elements, coördinately united into a single group, taken as a whole, constitute a **complex-compound element of the third class**; as, *I am the man, who came yesterday, when I was invited, and who will speak to-day, if I am requested.*

Note.—Mixed third class elements are classified as complex-compound.

96. In the following sentences, the third class elements are italicized.

State which are **simple**, which **complex**, which **compound**, and which **complex-compound**:

97.

(1.) *I shall be with you, whether you go or whether you stay.*

(2.) *As I darkened the door, he cast his eye toward the window.*

(3.) *Tell me, who you are that address me and whence you came so suddenly.*

(4.) *The age of miracles is past, while that of prejudice remains.*

(5.) *When Greek meets Greek, then comes the tug of war.*

(6.) *He will claim me for a brother, when he comes and, no doubt, he will see my resemblance to himself.*

(7.) *They hate him, although they do not know him.*

(8.) *I only ask, whither comes this little bird, that has fluttered into our midst?*

(9.) *Then he called out aloud, "I shall be with you before the sun has set to-day or you may not expect me until after school has closed to-morrow."*

- (10.) *Whither thou goest, I will go.*
- (11.) *Can you believe, that this is the father of all those boys whom we saw in the forest yesterday?*
- (12.) *When our hatred is too keen, it places us beneath those whom we hate.*
- (13.) *If we observe, we shall find, that all human virtues strengthen themselves.*
- (14.) *He who freely praises, what he means to purchase, may set up a partnership with honesty.*
- (15.) *Man, if he compare himself with all that he can see, is at the zenith of power.*
- (16.) *And the devil did grin, for his darling sin is pride that apes humility.*
- (17.) *More things are wrought by prayer, than this world dreams of.*
- (18.) Quoth Hudibras,
“Ralpho, thou dost prevaricate.”
- (19.) *I think him so, because I think him so.*
- (20.) *Had you seen these roads before they were made,*
You'd lift up your hands, and bless Gen. Wade.

98. Questions on Lesson XII. — What is a third class element? When is a third class element said to be simple? Give an example. Complex? Give an example. Compound? Give an example. Complex-compound? Give an example. By what are third class elements joined to the principal clauses in sentences? Ans.: *By subordinate connectives, expressed or understood.*

99. Written Work for Next Lesson:—

- (1.) Write eight sentences —

- (1.) *Two, each containing a simple third class element.*

(2.) Two, each containing a *complex third class element*.

(3.) Two, each containing a *compound third class element*.

(4.) Two, each containing a *complex-compound third class element*.

(2.) State on the margin what *kind* of *third class element* each one contains.

(3.) Enclose the third class elements in parentheses, thus: —

Henry asked (who refused his soldiers what they wished?) *Complex*.

LESSON XIII.

TABLE OF ELEMENTS.

100. Explanation. — The following **table** will be of great advantage to pupils in learning to distinguish the different **classes** and **constructions** of elements. There are, in all, *twelve* different elements in reference to form and construction. *Three different classes*, each *class* having *four distinct constructions*. From the table we may see, that first class elements have usually single *words* for bases, that second class elements have *combinations* of words for bases, and that third class elements are *subordinate clauses*. By reading the first division vertically, we find all the varieties of **first class elements** in contrast. So the second division contains all the varieties of **second class elements**, and the third division, **the third class elements**. By reading the different divisions horizontally, we find in the first line all the classes of **simple elements** in contrast, in the second the three classes of **complex elements**, etc. Having studied the table with the class, require the pupils each to make a similar one, introducing different examples of their own selection: —

101. TABLE OF ELEMENTS.

1st Class Elements.		2nd Class Elements.	3rd Class Elements.
		<i>A first class element has a word for a basis.</i>	<i>A second class element has a combination of words for a basis.</i>
(1.)	(1)	(5) <i>With comfort. To live.</i>	(9) <i>Who called you.</i>
(2.)	(2)	(6) <i>With much comfort. To live well.</i>	(10) <i>Who called you when you were passing.</i>
(3.)	(3)	(7) <i>With care and with comfort. To live and to die.</i>	(11) <i>Who called yesterday, and who will address the audience tomorrow.</i>
(4.)	(4)	(8) <i>With much comfort and with great care. To live well and to die happily.</i>	(12) <i>Who came yesterday, when he was invited, and who will speak to-morrow, if he is requested.</i>

102. Of the following elements **classify** each one, according to its **construction** and **form**, and point out the *basis* in the *first* and *second class* elements.

- (1.) At length. (2.) In all my wanderings. (3.) Around this world. (4.) My long vexation. (5.) His labor and his toil. (6.) Which I saw. (7.) In view. (8.) Subduing and subdued. (9.) Standing by. (10.) To lay me down. (11.) Quickest and best. (12.) To live well and to flourish long. (13.) With truth and plainness. (14.) For I am forearmed. (15.) *Whilst some with cunning gild their copper crowns where'er they can and thus hold they the common people down.* (16.) *Who freely praises what he means to purchase.* (17.) Woman's honor. (18.) Much easier. (19.) Desirous still. (20.) When he shall praise and when he shall decide. (21.) In sorrow's cup. (22.) On a dusky sea. (23.) In this wide world. (24.) My lord. (25.) To lose or give it away. (26.) While she kept it. (27.) To dissemble. (28.) Indeed. (29.) At your request. (30.) To-morrow. (31.) Where thou hast lived, and where thou shalt die. (32.) Whoever he may be **that has called on me**, or whatever he may be, **that has written to me.** (33.) To have a giant's strength. (34.) With the claws of a lion. (35.) Against the more precipitous side. (36.) At will. (37.) At Cyprus. (38.) To have come and returned. (39.) Your mother. (40.) Who she is **you love.** (41.) In seeking to augment it. (42.) When we can entreat an hour to serve. (43.) Boy. (44.) Which I see before me, **as I move**, and which I may almost grasp. (45.) To whom.

Note. — Let it be remembered, that in *classifying* elements in *reference to form and construction*, we look to the leading basis of the group, in first and second class elements.

103. Written Work for Next Lesson : —

Make a table like that in 101, inserting examples of your own selection.

LESSON XIV.

MODELS FOR ANALYZING SIMPLE SENTENCES.

104. Analyze the following sentences according to the directions and models given below: —

DIRECTIONS.—

(1.) State what **kind** of sentence it is in reference to its **form** and **construction**, as in 29.

(2.) State the **subject** and **predicate**; *i.e.*, the **two principal elements**.

(3.) State, in their order —

(a.) The **subordinate elements** which **modify the subject**.

(b.) The **subordinate elements** which **modify the predicate**.

(4.) State, as each element is given —

(a.) Whether it is **simple**, **complex**, **compound**, or **complex-compound**.

(b.) Whether it is **adjective**, **adverbial**, or **objective**.

(c.) Whether it is **first**, **second**, or **third class**.

(5.) State the **basis** of each **first** or **second** class element, and give the modifiers in each group, as they occur, until every word is disposed of, as in the **models** below:

105. MODEL I. — *A friend will often exaggerate a man's virtues.*

This is a

declarative,

simple sentence,

friend is *the subject*,

will exaggerate is *the predicate*,

will is the auxiliary, and *exaggerate* is the attribute;

friend is modified by *a*, a simple adjective element, of the first class.

will exaggerate is modified by *often*, a simple adverbial element of the first class; also by *a man's virtues*, a complex, objective element of the first class;

virtues is the basis, modified by *a man's*, a complex, adjective element of the first class of which *man's* is the basis, modified by *a*, a simple adjective element of the first class.

106. MODEL II. — *Bear not along the clogging burden of a guilty soul.*

This is an

imperative,

simple sentence,

thou or **you**, understood, is *the subject*,

bear is *the predicate*;

bear is modified by *not* and *along*, two simple, adverbial elements of the first class; also by, *the clogging burden of a guilty soul*, a complex, objective element of the first class, of which *burden* is the basis, modified by *the* and *clogging*, two simple adjective elements of the first class; *burden* is also modified by *of a guilty soul*, a complex, adjective element, of the second class, of which, *of soul* is the basis, and *soul* is modified by *a* and *guilty*, two simple, adjective elements of the first class.

Note.—In determining the class and construction of elements, we look to their *bases*. Notice that in complex, and complex-compound second class elements, the modifiers apply only to the *thought words* of the basis, not to the relation words, or to the sign *to*, of the infinitives. Thus, in the element, *of a guilty soul*, *of soul* is the basis, and the modifiers *a* and *guilty* apply only to the word *soul*, not to the relation word *of*. In *to intrude boldly*, *boldly* applies to *intrude*, not to the sign *to*.

107. Analyze the following sentences according to the **models** given above:

108. Exercise First.—

- (1.) The king exaggerated his account of peace and calms.
- (2.) The clouds of dense smoke will disappear before morning.
- (3.) By his will Satan did depart.
- (4.) Dost thou usurp a name?
- (5.) How shall I meet the sage?
- (6.) Wealth maketh many friends.
- (7.) The passengers walk through the woods in fear and in dread.

(8.) Our English dames are much given to the wearing of costly laces.

(9.) The lamp of his zeal burns on brighter and brighter, amid the dust of his parchments.

(10.) Hope, of all passions, most befriends us here.

(11.) Common speakers have only one set of ideas, and one set of words.

(12.) Take off your chariot wheels.

109. Exercise Second.—

(1.) Under fair pretence of friendly airs, I hug him into snares.

(2.) Receive slow reparation for premeditated impertinence.

(3.) Among the numberless contradictions in our nature, this one predominates.

(4.) Above the nobler, shall less noble ride.

(5.) They exist in the very lowest link of the vast and mysterious chain of being.

(6.) Justice does no injury to men.

(7.) The pernicious debilitating tendencies of bodily pleasures need counteraction by the invigorating exercises of bodily labor.

(8.) Of no worldly good, can such enjoyment be attained.

(9.) The world has not yet learned the riches of frugality.

(10.) Their trembling hearts belie their boasting tongues.

(11.) All great men are in some degree inspired.

(12.) Tender not favors twice.

110. Exercise Third.—

- (1.) The brave abroad fight for the wise at home.
- (2.) For the sake of filling with one blast the post-horns of all Europe, he lays her waste.
- (3.) Foul, cankering rust, the hidden treasures fret.
- (4.) Uninterrupted sunshine would parch our hearts.
- (5.) The lust of gold succeeds the lust of conquest.
- (6.) In nothing else, do men approach so nearly to the Gods.
- (7.) Open evil, at all events, does this much good.
- (8.) Natural good is very intimately connected with moral good and natural evil.
- (9.) The strawberry grows underneath the nettle.
- (10.) This might have been prevented by the very easy arguments of love.
- (11.) Some seek diversion in the tented field.
- (12.) A man must first govern himself before governing others.

111. Written Work for Next Lesson:—

Mark ten simple sentences (*to be selected by the teacher*) according to the **directions** and **MODEL** given below:

Directions.—

- (1.) *Underscore the subjects and predicates.*
- (2.) *Enclose the different words, or groups, which modify the subjects and predicates, in parentheses, brackets, or braces.*

(3.) Draw an oblique line through each basis word.

(4th.) Enclose the groups which modify basis words, and mark their bases as indicated above in (2) and (3.)

MODEL:—

- (A) friend will (often) exaggerate ([a] [man's] virtues.)
 X Bear (not) (along) ([the] [clogging] burden [of (a) (guilty) soul.])

112. Explanation:—This plan of marking is chiefly serviceable as a black-board exercise. Let the pupil mark the elements as he proceeds with the analysis of the sentences. It has also been found valuable as a means of securing *home* study upon the practical analysis of sentences without arduous written work. To mark a sentence *thus*, demands a consideration of every element it contains. A number of sentences can be easily studied in this manner, in the same or less time, than one or two could be *written out* in full or *diagrammed* after the old plans. The amount of writing to be done requires very little more time and space than the mere transcribing of the sentences. While to examine critically the papers of a class *after the marking has been done*, is a *tiresome* and oftentimes *perplexing* task, a passing glance may *satisfy* the teacher how much each pupil has accomplished. The teacher may do the marking on the board, while the members of the class are calling out the points in the analysis, accord-

ing to the **Models (105)** and **(106)** in this Lesson. Let the sentences to be analyzed be written on the black-board before the recitation begins. And let each sentence, whenever it is practicable, be in a single line. Also leave ample space between the sentences on the board, that the marking of one sentence may not interfere with that of others. By this plan of teaching, the attention of a class can be secured and held, especially if frequent transitions be made from one member of the class to another in analyzing the same sentence. With one member of the class analyzing, and another marking the sentence for him, an interesting mode of recitation is attained, by which two members of the class are a constant check upon each other.

LESSON XV.

SUBSTANTIVES.

113. A Substantive denotes something that has existence, or some object of thought, either material or immaterial; as, *man*; *goodness*; *walking*; *to go*.

Note.—Grammatically, a substantive is either a *noun* or some *word, combination of words, or thing used instead of, or like a noun, in a sentence*. This includes, therefore, *nouns, pronouns, characters, or signs, phrases, and clauses*.

114. A substantive may be —

(1.) **A noun**; as, *man*; *house*; *bravery*.

(2.) **A pronoun**; as, *Henry said, he was not going home*.

(3.) **Any word or combination of words used like a noun**; as, *Walking is a healthful exercise*. *To be good* is to be happy. *That you are wrong* is evident.

(4.) **A Word or Character**, when reference is made to the thing itself, and not to its meaning; as, *If* is an important word. Algebra abounds in +’s and —’s.

115. Analyze the following sentences according to **MODEL** in lesson XIV: —

- (1.) We often live under a cloud.
- (2.) Good humor will sometimes conquer ill humor.
- (3.) What shall we call it?
- (4.) Laws, without arms, would give us not liberty.
- (5.) Arms, without laws, would produce not subjection, but slavery.
- (6.) Now call we our high Court of Parliament.
- (7.) May the great body of our state go in equal rank with the best governed nation.
- (8.) The repose of nations cannot be secure without arms.
- (9.) The weak must have their inducements to admiration.
- (10.) What causes such a miscalculation in the amount of my gratitude?
- (11.) He stoops not to ask reward.
- (12.) Real glory springs from the silent conquest of ourselves.
- (13.) From my youth upward, my spirit walked not with the souls of men.
- (14.) Then away she started to deal with grief alone.
- (15.) A sudden tightness, then did grasp my throat.
- (16.) Give one no help in lamentation.
- (17.) Before then, this heart shall break in two.
- (18.) You may traverse the world in search of happiness.
- (19.) Our happiness in this world depends much upon the affections.
- (20.) I have almost forgot the taste of fears.

116. Questions on Lesson XV. — What is a substantive? Name the four different forms of substantives. Give an example of a *noun* substantive. A *pronoun* substantive. *A word or character* as a substantive. A *phrase or clause* as a substantive.

117. Written Work for Next Lesson. —

Mark the first *ten* sentences in Lesson XVI. according to the **MODEL** in Lesson XIV.

LESSON XVI.

SUBJECTS, PREDICATES, ATTRIBUTES, COPULAS, AND AUXILIARIES.

118. The **grammatical subject** is the subject taken separately from its modifiers ; as, *The rain falls.*

119. The **logical subject** is the subject with its modifiers ; as, *The rain falls.*

120. The **grammatical predicate** is the predicate taken separately from its modifiers ; as, *The rain benefits the trees.*

121. The **logical predicate** is the predicate with its modifiers ; as, *The rain benefits the trees.*

122. Special attention should be given to the **analysis of predicates.**

123. **Grammatical predicates include** attributes, copulas, and auxiliaries.

124. A grammatical predicate may, therefore, consist of—

(1.) **One word** ; as, *The rain falls.*

(2.) **Several words** ; as, *The rain might have been falling.* *She is happy.* *Mary was queen.*

125. An **attribute** is a word used in connection with a copula or an auxiliary to complete the grammatical predicate; as, I will *come*. He is *silent*.

126. Attributes are of two kinds, called **attribute** and **second attribute**; as, She has *become* (*attribute*) a *woman* (*2nd attribute*.)

127. A **second attribute** occurs only in *connection* with *an attribute*, each being a part of the grammatical predicate; as, He is *considered* a good *man*.

128. A **copula** is a word which serves to unite the subject and the noun or adjective attribute of a proposition, and is itself a part of the grammatical predicate; as, John *is* happy. Mary *was* queen.

129. An **auxiliary** is a word used in conjugating verbs to give them their different shades of meaning; as, John *will* return.

130. In the following sentences, —

(1.) Point out the **grammatical subjects** and **predicates**.

(2.) Point out the **logical subjects** and **predicates**.

(3.) Analyze according to **MODELS** in **Lesson XIV.**

(1.) Reason thus with life.

(2.) Too much thinking doth consume the spirit.

(3.) Their palling taste, the journey's length destroys.

(4.) In earlier days, and calmer hours, I had a friend.

(5.) Too soon the flowers of spring will fade.

- (6.) Words without thoughts, to Heaven never go.
- (7.) You have too much respect upon the world.
- (8.) Take this most excellent expedient to prevent many afflictions.
- (9.) In men, we various ruling passions find.
- (10.) The fair, not always view with favoring eyes, the very virtuous or extremely wise.
- (11.) To religion alone, do European women owe their liberty.
- (12.) Trust not the treason of those smiling looks.
- (13.) Civil wars strike deepest of all into the manners of the people.
- (14.) Men should be esteemed for their virtue, not for their wealth.
- (15.) A heart unspotted, is not easily daunted.
- (16.) One sin another doth provoke.
- (17.) Nearly every man complains of the badness of his memory.
- (18.) No man ever arrived suddenly at the summit of vice.
- (19.) Go not to a covetous old man, with any request, too soon in the morning
- (20.) To-morrow, didst thou say?

131. Questions on Lesson XVI. — Define grammatical and logical subject. Give examples. Define grammatical and logical predicate. Give examples. What do predicates include? Of what may a predicate consist? Give an example of a predicate consisting of one word. Of several words. What is an attribute? Give an example. How many kinds of attributes are there? Illustrate by example. When only does a second attribute occur? What is a copula? Give an example. What is an auxiliary? Give an example.

132. Written Work for Next Lesson:—

Mark the *first ten* sentences in Lesson XVII., according to the **MODEL** in Lesson XIV.

Note.—The noun or adjective attribute has not usually been considered a part of the grammatical predicate. It is in the nature of a modifier to the subject. At the same time it is essential in completing the affirmation made of the subject, and, therefore, the writer in view of the advantages attendant upon such a disposition of it, feels authorized to *use* it as part of the grammatical predicate.

LESSON XVII.

ATTRIBUTES.

133. An attribute may be —

- (1.) **A noun or some other substantive;** as,
Mary was *queen*; His intention was *to go*.
- (2.) **An adjective;** as, Sampson was *strong*.
- (3.) **A verb or participle;** as, The children will
play. The children are *playing*.

134. Analyze the following sentences, according to the model given below, paying special attention to the predicates:—

MODEL. — *They are constant in their worship of God.*

This is a

declarative,
simple sentence, of which
they is the subject, and
are constant is the predicate, are is the
copula, and constant is the attribute.

Are constant is modified by, *in their worship of God*, a complex, adverbial element of the second class, of which *in worship* is the basis, and *worship* is modified

by *their*, a simple, adjective element of the first class, also, by *of God*, a simple, adjective element of the second class.

MODEL. — *The children play.*

This is a

declarative

simple sentence, of which
children is *the subject*, and
play is *the predicate*.

children is modified by *the*, a simple, adjective element of the first class.

Note. — Notice that the modifiers of the predicate may apply to it, as a whole, or they may apply to an attribute separate from the rest of the predicate; thus, *They have been kings for years*. *For years*, modifies the predicate, *have been kings*. In the sentence, *William was a great king*, the attribute, *king*, is modified by *a* and *great*, two adjective elements.

135. (1.) Now fades the glimmering landscape on the sight.

- (2.) Paul was an inspired apostle.
- (3.) It is I.
- (4.) Thy father's virtue is not thine.
- (5.) Teach me submission to Thy will.
- (6.) His intention was to be good.
- (7.) The following is an exact transcript of the lines.
- (8.) Are you in the vein for changes?
- (9.) The sign was +.
- (10.) Who art thou?
- (11.) To a man of energy, this is easy.
- (12.) The sky is changed.
- (13.) Wishing is not working.
- (14.) The water is flowing very rapidly.

- (15.) We do praise ourselves.
- (16.) Merit is born with men.
- (17.) We may also doubt the existence of this matter, very long and very learnedly.
- (18.) A soul without reflection to ruin runs.
- (19.) A mind too vigorous and active serves to consume the body.
- (20.) A weak mind will sink under prosperity, as well as under adversity.

136. Questions on Lesson XVII.—What four kinds of attributes are there? Give an example of a noun used as an attribute. Some other substantive used as an attribute. An adjective. A verb. A participle.

137. Written Work for Next Lesson:—

Mark the *first ten* sentences in **Lesson XVIII.** according to **MODELS** given in **Lesson XIV.**

LESSON XVIII.

COPULATIVE VERBS.

138. Any verb *not the verb to be* taking after it a predicate noun or adjective, (*as a second attribute*), is called a **copulative verb**; as, She *walks* a queen.

Note.—Every copulative verb implies a second attribute. In those tenses which have no auxiliary forms, the attribute is the verb form itself, and the second attribute, as in other cases, is the predicate noun or adjective; as, She *walks* (*attribute*) a queen (*second attribute*.)

139. Analyze the following sentences according to the **MODEL** given below, paying particular attention to the **predicates**:—

Washington was chosen commander of the American army.

This is a

declarative,
simple sentence, of which
Washington is *the subject*, and
was chosen commander is *the predicate*,
of which *was* is the auxiliary, *chosen* is the
attribute, and *commander* is the second at-
tribute.

Commander, the second attribute of the predicate, is modified by *of the American army*, a complex, adjective element of the second class, of which *of army* is the basis, and *army* is modified by *the* and *American*, two simple, adjective elements of the first class.

- 140.** (1.) Tom struts a soldier, open, bold, and brave.
(2.) Garfield was elected President of the United States.
(3.) Every Sunday shines no Sabbath day to me.
(4.) Will sneaks a scrivener, an exceeding knave.
(5.) The amphibious thing now trips a lady.
(6.) The flowers lately sprung a beauteous sisterhood.
(7.) On thy seven hills of yore, thou sat'st a queen.
(8.) Has he become a stranger in his own land?
(9.) He was born a general.
(10.) For three long years I rode a horse boy in his train.
(11.) His face suddenly turned an unmistakable red.
(12.) The wind doth blow cold among the dreary hills.
(13.) It seemed indeed a monster.
(14.) The great general died a hero.
(15.) The four men were pronounced guilty.
(16.) These villas are considered handsome homes.
(17.) Every braggart shall at length be found a dolt.
(18.) Their cheerful looks seemed pleasant to us all.
(19.) This is considered a heavy draught on good breeding.
(20.) Patience maketh many heavy tasks light.

141. Questions on Lesson XVIII.—What is a copulative verb? Give an example.

142. Written Work for Next Lesson:—

Mark the *first ten sentences* of Lesson XIX according to the Model given in Lesson XIV.

Note.—In sentences with modified compellatives, enclose the independent phrases in parentheses, and mark like the other elements.

LESSON XIX.

INTERJECTIONS, INDEPENDENT PHRASES, COMPELLATIVES.

143. **Interjections** have no grammatical connection with any other word in a sentence. In analyzing, they should be simply pointed out; as, *Alas!* It has often happened.

144. The independent phrase is analyzed separately from the rest of the sentence in which it occurs.

145. The leading word or words in an independent phrase are said to constitute its **basis**, because all the other words in the phrase depend directly or indirectly upon these words.

146. The basis of an independent phrase may be either **simple** or **compound**. It is *simple* when it consists of a single word or a combination of words, and *compound* when it consists of two or more words or combinations of words connected by a coördinate conjunction; as,

The *lady* of his love! Oh! she was changed! *Simple.*

Oh! The *times* and the *people*! How changed! *Compound.*

147. The name of the person or thing addressed, or spoken in exclamation is called the **Compellative**; as,

Charge! *Chester*, charge!

148. A compellative with its modifiers in a sentence constitutes **an independent phrase**; as,

The Pilgrim Fathers! Where are they?

To sleep! Perchance to dream! Ay! There's the rub.

149. The independent phrase in a sentence, as it does not perform the office of any one of the five elements, is said to be an **independent element**. Its *basis* is composed of one or more compellatives.

150. **Analyze** the following sentences according to the **MODEL** given below, paying particular attention to the **independent phrases**:—

MODEL.—*The lady of his love!* Oh! *She was changed!*

This is an

exclamatory,

simple sentence, of which
she is the subject.

was changed is the predicate, **was** is the auxiliary, and **changed** is the attribute.

Oh is an interjection,

The lady of his love, is an independent element of the first class, of which *lady* (*the compellative*) is the basis, limited by *the*, a simple, adjective, element of the first class, also, by *of his love*, a complex, adjective, element of the second class, of which, *of love* is the basis, and *love* is modified by *his*, a simple, adjective element of the first class.

151. (1.) Your son, my Lord, has paid a soldier's debt.

- (2.) Men, brethren, fathers, hear ye my defence.
(3.) Plato, thou reasonest well.
(4.) Those evening bells! those evening bells!
 How many a tale their music tells!
(5.) My friends! Do they, now and then, send
 A wish or a thought after me?
(6.) The warlike of the Isles!
 The men of field and wave!
 Are not the rocks their funeral pile?
(7.) The foe! They come.
(8.) Thou too sail on. Oh! Ship of State.
(9.) O Rome, my country, city of the soul!
 The orphans of the heart must turn to thee,
 Lone mother of dead empires!
(10.) The Niobe of nations! There she stands.
(11.) Yea! Slimy things did crawl with legs
 Upon a slimy sea.
(12.) Lady! By yonder blessed moon, I swear.
(13.) How could he mark thee for the silent tomb,
my proud boy Absalom?
(14.) Stewart! What is the matter?
(15.) Hear the mellow wedding bells!
 Golden bells!
(16.) Oh! Conscience! Conscience! How canst
thou comfort him?
(17.) O polished perturbation! Golden care!
 That keepest the ports of slumber, open wide!
(18.) Oh mighty Love! From thy unbounded power
 How shall the human bosom rest secure?

- (19.) Oh, Popular Applause! What heart of man
Is proof against thy sweet, seducing charms!
(20.) Why sleepest thou, Eve?

152. Questions on Lesson XIX. — What is an interjection? How is an independent phrase analyzed? What is the basis of an independent phrase? What two kinds of bases may an independent phrase have? Give an example of each. Define compellative. What is an independent element?

153. Written Work for Next Lesson:—

Mark the *first ten sentences* of **Lesson XX** according to **MODEL** in **Lesson XIV**.

Note. — Two parts of speech may occur in sentences, without grammatical connection with the other words, the *Interjection* and the *Noun Independent*. Some consider the *introductory conjunctions* and *expletives* in the same way. However that may be, of all these the *independent substantive* alone, may have modifiers. When it is modified, it becomes the basis of a phrase. This phrase, as a whole, is independent of all the other words in the sentence. *Modified compellatives* are always the bases of independent phrases. The word compellation is derived from two Latin words, *con* and *pello pellare* (*obsolete*), to speak. Its exact definition is "a style of address, a ceremonious title or appellation; as, sire, sir, madam, etc."

LESSON XX.

NOUNS IN APPPOSITION AS BASES. POSSESSIVE NOUNS
AND PRONOUNS AS BASES.

154. A noun in apposition, with or without modifiers, is an element of the first class, and the appositive itself is the basis; as, *Henry, the king*, orders it.

155. This kind of element may be simple, complex, compound, or complex-compound; as,

Henry, king. Simple.

Henry, the king. Complex.

Henry, king and commander. Compound.

Henry, the king and commander. Complex-compound.

156. A noun or pronoun in the possessive case, with or without modifiers, is an element of the first class, and the noun or pronoun itself is the basis. *His name. Arthur's crown.*

157. This kind of element may be simple, complex, compound, or complex-compound.

His Lordship. Simple.

This man's horse. Complex.

Andrews and Stoddard's Grammar. Compound.

This man and lady's property. Complex-compound.

158. **Analyze** the following sentences, according to the **MODEL** given below, paying particular attention to the **nouns in apposition**, and the **possessive nouns and pronouns** :—

MODEL. — *Peter, the hermit, excited his hearers' passions.*

This is a

declarative,
simple sentence, of which
Peter is the subject, and
excited is the predicate.

Peter is modified by *the hermit*, a complex, adjective element of the first class, of which *hermit* is the basis, modified by *the*, a simple, adjective element of the first class ;

excited is modified by *his hearers' passions*, a complex, objective element, of the first class, of which *passions* is the basis, modified by *his hearers'* a complex, adjective element of the first class, of which *hearers'* is the basis, modified by *his*, a simple, adjective element of the first class.

159. (1.) See the beautiful flowers, the attendants of Spring.

(2.) Charles V., Emperor of Germany, abdicated his throne.

(3.) I read General Jackson's letter.

(4.) And in thy right hand, lead with thee
 The mountain Nymph, sweet Liberty.

- (5.) Hector's infant blubbered at a plume.
(6.) Two of us in the churchyard lie, my sister
and my brother.
(7.) May the king meet compliance in your looks,
a free and early yielding to his wishes.
(8.) The sick and weak the healing plant shall aid,
From storms a shelter, and from heat a shade.
(9.) Earth's serenest prospects fly,
Hope's enchantments never die.
(10.) The royal family's palace was destroyed by
fire on the fifth night.
(11.) Collins, the poet, admired Fairfax, the trans-
lator of Dante.
(12.) The city, Chicago, is fast becoming famous
for its spirit of enterprise.
(13.) Give me, O Father, to Thy throne, access.
(14.) Unlearned, he knew no school-man's subtle
art.
(15.) Hope is a lover's staff.
(16.) O Jealousy! Thou ugliest fiend. Thy deadly
venom preys on my vitals.
(17.) Hail! Holy light, offspring of Heaven first born!
May I express thee unblamed?
(18.) London, the needy villain's general home,
Sucks in the dregs of each corrupted state.
(19.) A lover's eyes will gaze an eagle blind.
(20.) Love's feeling is more soft and sensible.

160. Questions on Lesson XX. — How are appos-
itives disposed of in analyzing? What is the basis of an
appositive group? Illustrate by examples. Give an ex-
ample of simple element of this kind. Complex. Com-

pound. Complex-compound. How are possessives disposed of in analyzing? What is the basis of a possessive group? Give an example of a simple element of this kind. Complex. Compound. Complex-compound.

161. Written Work for Next Lesson:—

Mark the *first ten sentences* of Lesson XXI according to Model in Lesson XIV.

LESSON XXI.

PARTICIPLES AND VERBAL NOUNS.

162. **Participles** and **participial nouns** occur often as the bases of **first class elements**; as,

He *seeing* this said.

I admire his *writing*.

The queen *having descended* the hill dismounted.

163. Participles and participial nouns, like verbs, may have **copulas**, **auxiliaries**, **attributes**, and **second attributes**, as well as **adverbial** and **objective** modifiers.

Having been called (*attribute*) a hero (*second attribute*).

Having spoken *decidedly*, (*adverbial modifier*).

Having killed *the king*, (*objective modifier*).

164. **Participles** for **obvious reasons** cannot have **adjective** modifiers.

Note.—Adjectives modify nouns and pronouns.

165. **Participles** used as **nouns** (*i.e.*, *verbal nouns*) may have **adjective modifiers**; as, He condemned the *cruel killing*.

166. Participial bases, in analyzing, are disposed of like predicates, in addition to giving their use as modifiers.

167. Participial nouns occur often as the **objects of prepositions** in second class elements, and as such may have their own adjective, adverbial and objective modifiers ; as, —

In walking.

In walking *so rapidly*.

In shooting *birds*.

In *his* walking.

168. In such cases, the bases of the elements consist of the participial nouns with the prepositions which govern them ; as,

In his walking.

169. Elements with participial nouns or participles for bases may be either **simple**, **complex**, **compound**, or **complex-compound**.

170. Analyze the following sentences according to the **MODEL** given below, paying particular attention to **participles** and **participial nouns**.

MODEL. — *The knight, having called the squire aloud, dismounted.*

This is a —

declarative,
simple sentence, of which
knight is *the subject*,
dismounted is *the predicate*,

knight is modified by *the*, a simple, adjective, element of the first class, also, by *having called the squire aloud*, a complex, adjective element of the first class, of which *having called* is the basis (*having* being the auxiliary, and *called* the *attribute*), modified by *the squire*, a complex, objective element of the first class, of which *squire* is the basis, modified by *the*, a simple, adjective element of the first class, also, by *aloud*, a simple adverbial element of the first class.

MODEL. — *They fined him on account of his rudely addressing the presiding officer.*

This is a —

declarative,
simple sentence, of which
they is *the subject* and
fined is *the predicate*.

Fined is modified by *him*, a simple, objective element of the first class, also by *on account of his rudely addressing the presiding officer*, a complex, adverbial element, of the second class, in which *on account of addressing* is the basis, *addressing* is modified by *his*, a simple, adjective element of the first class, also, by *rudely*, a simple, adverbial element of the first class ; it is further modified by, *the presiding officer*, a complex, objective element, of the first class, of which *officer* is the basis, modified by *the* and *presiding*, two simple, adjective elements of the first class.

- 171.** (1.) So closing his heart, the judge rode on.
(2.) I saw a man cutting wood.
(3.) The young maiden was seen extending her hands toward heaven.
(4.) Having lost his wealth, he was deserted by many called formerly friends.
(5.) He employs his time in teaching arithmetic.
(6.) After having read the papers, I returned them.
(7.) Judas, surnamed Iscariot, betrayed Christ.
(8.) Can you doubt my being your friend?
(9.) Revenge a wrong by forgiving it.
(10.) She prided herself upon being an excellent contrivor in housekeeping.
(11.) These are the remarks of an humble and teachable spirit kneeling at the shrine of nature.
(12.) Delating in male attire, the empire new began.
(13.) The law severely contrabands
 Our taking business off men's hands.
(14.) Then comes the infant, riding its father's walking stick.
(15.) To their unguarded nests, these weasel Scots came stealing.
(16.) Being in, bear it.
(17.) Then a soldier,
 Full of strange oaths,
 Jealous in honor, sudden and quick in quarrels,
 Seeking the bubble, reputation,
 Even at the cannon's mouth.
(18.) He wisely knoweth it by compounding and complying.
(19.) Often effort is made in forming matrimonial alliances to reconcile matters relating to fortune.

(20.) A soul exasperated in ills falls out
With everything, its friend, itself.

172. Questions on Lesson XXI. — Give an example of a participle as the basis of a first class element. What do participle and participial noun bases include? What kind of modifiers may participial bases have? May they have adjective modifiers? Why? Give an example of a participial basis with an adverbial modifier. Objective modifier. What kinds of modifiers may participial nouns have? Give an example of a participial noun with an adjective modifier. Adverbial modifier. Objective modifier. Give an example of a participial noun as the substantive in the basis of a second class element.

173. Written Work for Next Lesson: —

Mark the *first ten sentences* of **Lesson XXII** according to **MODEL** in **Lesson XIV.**

LESSON XXII.

OBJECTIVE ELEMENTS.

174. An **objective element** may be **single direct**, **indirect**, or **double direct**; as,

I shall give the book (*single direct*) to John (*indirect.*)
They call *him friend* (*double direct.*)

175. The **direct object** is the person or thing directly affected by the action of a transitive verb, or participle; as, We love *flowers*.

176. The **indirect object** is that to, or for which an action is exerted; as, We shall give *them* their books. Speak to thy *mother*.

177. In analyzing, the indirect object is an element of the second class, whether its preposition be expressed or understood; as, Give *me* the book. Give the book *to me*.

178. Two objects, which occur with certain verbs, one being the object and the other some attributive of it, are called **double direct**; as, They appointed *him President*.

Note.—Some grammarians classify the indirect as a part of the double object. But we think, for analytical purposes, *at least*, it is better to consider it as a separate object. Because *it* is always of the second class,

and the direct object with which it is connected is *usually* of the first class. It is often difficult to distinguish between *indirect objects* and *adverbial elements*. Such a distinction is not considered of great importance. Several of the best authorities have been much inclined, in analyzing, to dispose of indirect object phrases as adverbs, and thus practically avoid the indirect object.

179. Analyze the following sentences according to the **MODELS** given below, paying particular attention to the **objective elements**:—

MODEL. — *The Americans chose George Washington of Virginia, President.*

This is a

declarative,

simple sentence, of which

Americans is *the subject*, and

chose is *the predicate*;

Americans is modified by *the*, a simple adjective element, of the first class;

chose is modified by *George Washington, of Virginia, President*, a complex, objective element, of the first class, of which *George Washington, President*, is the basis and double object; *George Washington*, the first part of the double object, is modified by *of Virginia*, a simple, adjective element, of the second class.

MODEL II. — *I hope to go soon.*

This is a

declarative,

simple sentence, of which

I is *the subject*, and

hope is *the predicate*;

hope is modified by *to go soon*, a complex, objective element, of the second class, of which *to go* is the basis; *go* is modified by *soon*, a simple, adverbial element, of the first class.

MODEL III. — *Give me the book.*

This is an

imperative,
simple sentence, of which
thou or you understood is *the subject*,
give is the *predicate*;

give is modified by *to me*, a simple, objective element, of the second class (*to* understood), also by *the book*, a complex, objective element, of the first class, of which *book* is the basis, modified by *the*, a simple, adjective element, of the first class

- 180.** (1.) Romulus called the city Rome.
 (2.) Most boys love to play.
 (3.) Whom does this stranger term friend?
 (4.) Some one calls a blush the color of virtue.
 (5.) God has created you men of no little ability.
 (6.) You have rendered yourselves almost brutes.
 (7.) He called the flowers, so blue and golden, stars
 shining in Earth's firmament.
 (8.) Who can desire to die a drunkard's death?
 (9.) Ah! Grandfather! Do tell us a tale of the
 olden time.
 (10.) Give me the daggers.
 (11.) We have delivered those people out of their
 bondage.

- (12.) Make God's law the rule of your life.
 - (13.) Brightest and best of the sons of the morning,
Lend us thine aid.
 - (14.) Give us this day our daily bread.
 - (15.) Cheerful looks make every dish a feast.
 - (16.) I consider them a draught on good breeding.
 - (17.) His hand hath made you good and fair.
 - (18.) The master makes the horse fat.
 - (19.) In our great and unnecessary anxiety, we
make them real enemies.
 - (20.) All the prisoners declared themselves innocent
parties.

181. Questions on Lesson XXII. — How many kinds of objects are there? Define direct object. Give an example. Define indirect object. Give an example. How is an indirect object classified in analyzing? Define double object. Give an example.

182. Written Work for Next Lesson:—

Mark the *first ten sentences* of Lesson XXIII, according to **Model** in **LESSON XIV.**

LESSON XXIII.

COMPOUND SUBJECTS AND PREDICATES.

183. The **subject** of a sentence, the **predicate**, or both, may be **compound**, and the modifiers may apply to the entire subject or predicate, or to one or more parts of either.

184. **Analyze** the following sentences according to the **MODEL** given below, paying particular attention to the compound subjects and predicates.

MODEL. — *Blemishes may die away and disappear amid the brightness.*

This is a

declarative,

simple sentence, of which

blemishes is the subject, and

may die and disappear is the compound predicate, connected by the conjunction *and*; *may* is the auxiliary, and *die* and *disappear* is the compound attribute;

may die, the first part of the compound predicate, is modified by *away*, a simple, adverbial element, of the first class;

may die and disappear, the predicate, is modified by *amid the brightness*, a complex, adverbial element of the second class, of which *amid brightness* is the basis, and *brightness* is modified by *the*, a simple, adjective element, of the first class.

- 185.** (1.) At every turn, with dinning clang,
The armorer's anvil clashed and rang.
 (2.) His brains and brimstone are the Devil's dish
to a fat usurer's head.
 (3.) Oh! Run, prevent them with thy humble ode,
and lay it lowly at his blessed feet.
 (4.) Israel shall blossom, and bud, and fill the face
of the world with fruit.
 (5.) Command and force may often create an aver-
sion, but can never cure one.
 (6.) Bid him farewell, commit him to the grave.
 (7.) By many a death bed have I been,
And many a sinner's parting seen.
 (8.) But question fierce and proud reply,
Give signal soon of dire debate.
 (9.) He kept with princes due decorum,
Yet never stood in and before 'em.
 (10.) Rocks, mountains, and other elevations of the
earth, suffer a continued decrement.
 (11.) Thou canst dismiss the world and soar;
Or at a half-felt wish for rest
Can'st smooth the feathers on thy breast,
And drop forgetful to thy nest.
 (12.) A vague unrest
And a nameless longing filled her breast.

- (13.) Brother and sister wound their arms around each other, and fell fast asleep, locked together.
- (14.) But the sound of the church-going bell
Those valleys and rocks never heard.
- (15.) Who guides below and rules above?
- (16.) Greatness and discernment are two different things.
- (17.) My joys, my griefs, my passions, and my powers, were my friends.
- (18.) Grief lies in my bed, walks up and down with me.
- (19.) Lovers and madmen have such seething brains, such shaping fantasies.
- (20.) One look, one glance from the fair sex, fixes and determines us.

186. Questions on Lesson XXIII. — May a subject be compound? A predicate? What is said of the modifiers of compound subjects and predicates? Give an example of a sentence with a compound subject. A compound predicate.

187. Written Work for Next Lesson:—

Mark the *first ten sentences of Lesson XXIV* according to Model in **Lesson XIV.**

LESSON XXIV.

EXPLETIVES.

188. Sentences and propositions are often introduced by **it** or **there** used as **expletives**, standing in the place of some other word or words found elsewhere in the sentence ; as, *It* is healthful to walk.

Note.—*It* is an expletive standing in the place of the subject *to walk*.

189. Participles and infinitives, with or without modifiers occur, as **the subjects of propositions**, as well as in other relations of the substantive ; as, *To walk* is healthful. *Walking* is healthful.

190. Second class elements, consisting of prepositions with their objects, may be used as **the subjects of propositions** as well as in other relations of the substantive ; as, *For one to walk* is healthful.

191. Sentences with such subjects are often introduced by expletives ; as, *It* is healthful *to walk*. *It* is healthful *for one to walk*.

192. Analyze the following sentences according to **MODELS** given below, paying particular attention to the **expletives** and **subjects**.

MODEL I. — *It is not desirable for me to speak now.*

This is a —

declarative

simple sentence, of which

for me to speak now is the *subject* and
is desirable is the predicate, *is* being the
copula and *desirable* the *attribute*.

The subject is a complex (*principal*), element of the second class, of which *for me* is the basis, *me* is modified by *to speak now*, a complex adjective element of the second class, of which *to speak* is the basis and *speak* is modified by *now*, a simple adverbial element of the first class. The predicate *is desirable* is modified by *not*, a simple adverbial element of the first class. **It** is an expletive.

MODEL II. — *Walking by moonlight was her favorite amusement.*

This is a —

declarative,

simple sentence, of which

walking is the *subject* and

was amusement is the predicate, *was* being the *copula* and *amusement* the *attribute*.

walking is modified by *by moonlight*, a simple, adverbial element of the second class, *amusement*, the *attribute*, is modified by *her* and *favorite*, two simple adjective elements of the first class.

- (1.) Lying is base.
- (2.) It is wrong for men to deceive.
- (3.) It strengthens the mind to study.
- (4.) To hate our foes is forbidden.
- (5.) Theirs not to make reply!
 Theirs not to reason why!
 Theirs but to do or die!
- (6.) To bear your father's name is indeed an honor to you.
- (7.) For me to profane the word would be a kind of ingratitude.
- (8.) Can it ever be right to do wrong?
- (9.) Waiting on the bank for the river to run by is foolish, indeed.
- (10.) It would be better for you to go.
- (11.) There is no necessity to avoid harshness in such a case.
- (12.) At every trifling scorn to take offence —
 That always shows great pride or little sense.
- (13.) To laugh were want of goodness and of grace.
- (14.) Oh! It is excellent to have a giant's strength!
- (15.) To meet the husbandman early abroad was his object.
- (16.) There is a brain to endure but one scumming.
- (17.) True conscience, honor is to feel no sin.
- (18.) It is a proof of mediocrity of intellect to be addicted to telling stories.
- (19.) To smile at the jest is to become a principal in the mischief.
- (20.) 'Tis the property of all true knowledge, especially spiritual, to enlarge the soul by filling it.

193. Questions on Lessons XXII. — What is an expletive? Name those commonly used. Give an example illustrating the use of *it* as an expletive. *There*. What peculiar subjects often occur as explained in this lesson? Give an example of an infinitive as subject. A participle. A preposition with its object.

194. Written Work for Next Lesson:—

Mark the *first ten sentences* of Lesson XXV according to **Model in Lesson XIV.**

LESSON XXV.

OBJECTIVE SUBJECTS.

195. A noun or pronoun as the object of a verb or preposition, and at the same time the subject of an infinitive, may be called an **objective subject**; as,—

They requested the *soldiers* to move.

A request was made *for the soldiers* to move.

For the soldiers to move was not desirable.

196. When the **objective subject** occurs as the object of a verb or participle, it is the **basis** of a **first class element**; as, They requested the *soldiers* to move.

197. When the **objective subject** occurs as the object of a preposition, it is, with its governing preposition, the **basis** of a **second class element**; as, *For the soldiers* to move was not desirable.

198. Analyze the following sentences according to the **MODEL** given below, paying particular attention to the **objective subjects**:—

199. MODEL I.—*I believe him to be an honest man.*

This is a

declarative,

simple sentence, of which

I is the subject, and

believe is the predicate;

believe is modified by *him to be an honest man*, a complex, objective element, of the first class, of which *him* is the basis; *him* is modified by *to be an honest man*, a complex, adjective element of the second class, of which *to be man* is the basis; *be* is the copula, *man* is the attribute, and *to* is the sign of the infinitive; *man* is modified by *an* and *honest*, two simple, adjective elements, of the first class.

MODEL II.—*An invitation for us to come, has already been sent.*

This is a

declarative,

simple sentence, of which

invitation is the subject, and

has been sent is the predicate, of which *has* and *been* are the auxiliaries, and *sent* is the attribute;

invitation is modified by *an*, a simple, adjective element, of the first class; also by *for us to come*, a complex, adjective element, of the second class, of which *for us* is the basis, and *us* is modified by *to come*, a simple, adjective element, of the second class.

200. (1.) They deny it to be tragical.
(2.) Go, command your mistress to come to me.
(3.) I, on the other side, asked no ambition to commend me.
(4.) He commanded the horse to be saddled.
(5.) I confess myself in fault.
(6.) Will you suffer him to be deceived by the promises of this vain pretender?
(7.) Hark! Let not occasion show us to be watchers.
(8.) We all thought this to be the opinion of all his friends.
(9.) A slight desire was manifest for the friends of Campbell to be present at his initiation.
(10.) The birds occupying the box had, themselves, forced previous occupants to vacate in their favor.
(11.) Bid him return.
(12.) Can you expect me to write the letter, and then to blame it, myself, on account of its deficiencies?
(13.) What honest man or woman could or would attempt to induce or force a person to deny his nativity for a little gold.
(14.) Tell my mother not to grieve for me.
(15.) You must ask your friends to assist you.
(16.) For the multitude to be ungrateful were to make a monster of the multitude.
(17.) Marcus sent for me to come with all possible speed.
(18.) Can we expect boys and girls to become useful citizens without the proper opportunities at school?
(19.) How have you made those cups shine so, Parthenia?

(20.) Bid my retainers arm with speed,
Call every vassal in.

201. Questions on Lesson XXV.—Explain the objective subject. When the objective subject is the direct object of the *verb*, what is the basis of the element? To what class of elements does the group belong? When it is the object of a preposition, what is the basis of the group? To what class of elements does it belong?

202. Written Work for Next Lesson:—

Mark the first *ten sentences* of Lesson XXVI according to **MODEL** in Lesson XIV.

LESSON XXVI.

NOMINATIVE ABSOLUTES.

203. The **nominative absolute** occurs with a participle which has the nature of a modifier. It is, therefore, the basis of an important first class element; as, (*He having resisted*) I arrested him.

204. This phrase or group, as a whole, is a modifier of the predicate, and may, therefore, be disposed of as a **complex, adverbial element of the first class**; as, (*He having resisted*), I arrested him.

205. The **nominative absolute phrase** may be either **complex** or **complex-compound**. It is complex when its basis consists of a single word, with the attendant participial modifier, and compound when composed of two or more such combinations, connected by coördinate conjunctions; as,

(*He having resisted*), I arrested him.

(*The king and queen having consented*), who can prevent us?

Note.—It is worthy of notice, that a nominative absolute basis cannot be *simple* or *compound*, a remarkable exception to the general nature of elements.

206. Analyze the following sentences according to **MODEL**, paying particular attention to the **nominative absolute** phrases.

MODEL. — *His father dying, he was driven to London by his poverty.*

This is a—

declarative,

simple sentence, of which

he is the subject, and

was driven is the predicate, **was** is the auxiliary and **driven** is the attribute.

Was driven is modified by *His father dying*, a complex, adverbial element of the first class, of which *father* is the basis, modified by *his* and *dying*, two simple adjective elements of the first class, *was driven* is further modified by *to London*, a simple adverbial element of the second class, also, by *by his poverty*, a complex, adverbial element of the second class, of which *by poverty* is the basis and *poverty* is modified by *his*, a simple adjective element of the first class.

Note. — By changing the nominative absolute phrase in the above sentences into the corresponding clause it may be more clearly seen that the phrase is a modifier of the predicate. *Thus, His father dying* is equivalent to *when his father died*, which is an adverb of time modifying *was driven*, i.e., it answers the question *when?* after the predicate *was driven*.

207. (1.) Shame being lost, all virtue is lost.

(2.) These matters having been arranged, the company separated.

(3.) These truths being known, what honest triumphs flushed their breasts.

(4.) Her wheel at rest, the matron thrills no more
With treasured tales, and legendary lore.

(5.) The war finished and order restored, the country has recovered from its prostration.

(6.) The passions having been subdued, a man's worst enemies are subdued.

(7.) Thus done the tales, to bed they creep,
By whispering winds soon lulled to sleep.

(8.) They having made gestures of authority, he severed the thongs of the captive with a knife.

(9.) Time and tides waiting for no man, we should make the most of our opportunities in dealing with time and tides.

(10.) You being conscious of right, I do not fear the result of your action.

(11.) Armed so strong in my honesty, there is no terror in your threats.

(12.) Occupation being absent, there is not necessarily rest.

(13.) I praise ye much, ye meek and lowly pair, ye being worthy.

(14.) Be and continue poor, young man, others around you growing rich by fraud.

(15.) People are seldom ungrateful to us, we continuing in condition to assist them.

(16.) It leading to a better life, he considers it a long life.

(17.) Every man being born to die, none can boast felicity.

- (18.) Youth not keeping in breath with exercise and in heart with joyfulness, it will never live to old age.
- (19.) Considering life, is it all a cheat?
- (20.) She pitying the dangers endured by me, I loved her.

208. Questions on Lesson XXVI. — What is a nominative absolute? How may a group with a nominative absolute *basis* be classified in analyzing. May such an element be simple or compound? Complex or complex-compound? Give an example of each of the last two.

209. Written Work for Next Lesson:—

Mark the *first ten sentences* of Lesson XXVII according to **MODEL** in Lesson XIV.

LESSON XXVII.

IMPORTANT CONSTRUCTIONS.

210. In analyzing, keep constantly in mind that the following *constructions* occur as the bases of first class elements, and that such bases take in connection with themselves a great variety of modifiers

- (1.) **Nouns in apposition**; as, I (*the king*) did it.
- (2.) **Compellatives**; as, O! (*Great king*), beware.
- (3.) **Participles and participial nouns**; as,
The king (*hearing him*) answered with dignity.
- (4.) **Nominatives absolute**; as, (*He*, being
king,) who will displease him?
- (5.) **Objective subjects**; as, He ordered (*the
king* to dismount).
- (6.) **Double objects**; as, They anointed (*Saul,
king of Israel*.)

211. Keep in mind, also,—

- (1.) That **copulative verbs** take **two attributes**; as, Mary has *become queen*.
- (2.) That **it** and **there** frequently occur as **exploratives**; as, *It* is sweet to live. *There* are many such men.

(3.) That **infinitives** and **participles**, like nouns, often occur as **subjects**, **objects**, and **attributes** in sentences; as, *To live* is sweet. *Lying* is base. My expectation is *to go*. His occupation is *trading*. We do not expect *to win*. We enjoy *walking*.

212. Questions on Lesson XXVII. — Give an example of a *noun in apposition*, as the basis of a complex element. Point out the basis. Mention its modifiers. Give an example of a *compellative* as the basis of a complex element. Point out the basis. Mention its modifiers. Give examples of a *participle* and a *participial noun*, as bases of complex elements. Point out the bases. Mention their modifiers. Give an example of a *nominative absolute*, as the basis of a complex element. Point out the basis. Mention its modifiers. Give an example of an *objective subject* as the basis of a complex element. Point out the basis. Mention its modifiers. Give an example of a *double object*, as the basis of a complex element. Point out the basis. Mention its modifiers. Give an example of a sentence with a copulative verb. Point out the attribute. The second attribute. Give an example of a sentence containing the expletive *it*. The expletive *there*. An infinitive used as subject. As object. As attribute. A participle used as subject. As object. As attribute.

213. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XXVIII according to **MODEL** in Lesson XIV.

Note. — Answers to the questions in this **Lesson** may be written before coming to recitation, and given in class by reference to the writing.

LESSON XXVIII.

EXERCISE ON SIMPLE SENTENCES.

214. Analyze the following sentences according to the **Models** previously given.

- (1.) The most consummate hypocrite cannot, at all times, conceal the workings of his mind.
- (2.) It is hard to personate and act a part long.
- (3.) Do not despair with the continuation of life and reason.
- (4.) Few people know how to be old.
- (5.) Virtuous and wise he was, but not severe.
- (6.) It is difficult to grow old gracefully.
- (7.) It is the height of art to conceal art.
- (8.) We make another man's judgment ours by frequenting his company.
- (9.) There is no being eloquent for Atheism.
- (10.) For her own person it beggared all description.
- (11.) She seizes their hearts, not waiting for consent.
- (12.) A native grace
Sat fair proportioned on her polished limbs,
Veiled in a simple robe, their best attire.

215. Instead of analyzing by the **Models**, teachers may ask questions similar to the following, with equal effect: —

Questions on Sentence (1), of Lesson XXVIII.— What is the subject? The predicate? How many modifiers has the subject? Name them. Are any of them complex? Which? What is its basis? How many modifiers has the predicate? Name them. What kind of an element is its second modifier in reference to its form and construction? What is its basis? By what is the substantive of the basis modified? What kind of an element is its third modifier in reference to its form and construction? What is its basis? By what is this basis modified? What first class element in this sentence contains another first class element within itself? What first class element in this sentence contains a second class element in itself? What kind of a sentence is it, as a whole, in reference to its form and construction?

Note.— By using questions similar to the above, instead of analyzing by **Model**, repetition may be avoided, and time saved. By this method, only the unfamiliar, rare, and important points need be brought out, and a greater number of sentences may be examined in a given time, than by using the **Models**. Let the answers be required in the terms of the **Models**.

216. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XXIX according to the **MODEL** in Lesson XIV.

LESSON XXIX.

EXERCISE ON SIMPLE SENTENCES.

217. Analyze the following sentences according to the **Models** previously given.

- (1.) There is no use of money equal to that of beneficence.
- (2.) There was speech in their dumbness.
- (3.) The good old man, too eager in dispute, flew high.
- (4.) My advice is to consult the lives of other men.
- (5.) A good book is the precious life blood of a master-spirit, embalmed and treasured up on purpose to a life beyond life.
- (6.) It is a good thing to learn caution by the misfortune of others.
- (7.) Neither the sun nor death can be looked at steadily.
- (8.) To what base uses we may turn !
- (9.) To fear the worst oft cures the worst.
- (10.) Get not your friends by bare compliments, but by giving them sensible tokens of your love.
- (11.) It is well worth while to learn how to win the heart of a man the right way.

(12.) Friends condemned, embrace and kiss, and take ten thousand leaves.

218. Instead of analyzing by the **Models**, teachers may ask questions similar to the following with equal effect. :

Questions on sentence (1) of Lesson XXIX.—
What kind of sentence is it, as a whole, with reference to its form and construction? Explain the use of the first word in the sentence. What is the subject? The predicate? Of how many words does the grammatical predicate consist? What are they? Which is the attribute? How many modifiers has the subject? Name them. To what class does each belong? What modifier has the predicate? To what class does it belong? What form of construction? What is its basis? What modifier has the substantive of its basis? Transpose the sentence and make it express the same idea, leaving out the expletive.

219. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XXX according to the **MODEL** in Lesson XIV.

LESSON XXX.

EXERCISE ON SIMPLE SENTENCES.

220. Analyze the following sentences according to the **Models** previously given.

- (1.) To be influenced by passions for the same pursuits, and to have similar dislikes is the rational groundwork of lasting friendship.
- (2.) Let friendship creep gently to a height.
- (3.) Talent lying in the understanding is often inherited.
- (4.) It is the common frenzy of the ignorant multitude to be always engaging Heaven on their side.
- (5.) A king may be a tool, a thing of straw.
- (6.) It is a dangerous thing to try experiments in a government.
- (7.) The display of elemency by princes is not unfrequently a political manœuvre to gain the affections of the people.
- (8.) Thus we debase
The nature of our seats, and make the rabble
Call our cares, fears.
- (9.) The science of governing is merely a science of combinations, of applications and of exceptions according to time, place and circumstances.

(10.) Gravity is a mystery of the body, invented to conceal the defects of the mind.

(11.) Some have greatness thrust upon them.

(12.) O how bitter a thing it is, to look into happiness through another man's eyes!

221. Instead of analyzing by **MODEL** teachers may ask questions similar to the following with equal effect:—

Questions on sentence (1) of Lesson XXX. — What kind of sentence is it, as a whole, in reference to its form and construction? What is its subject? Ans. *To be influenced and to have.* What is the predicate? Ans. *Its ground-work.* Name its copula and attribute. What kind of element is the subject in reference to its construction, use and form? Ans. *A complex-compound, principal element of the second class.* What is its basis? Ans. *To be influenced and to have.* Of what does the first member of this basis consist? Ans. *The sign to of the infinitive, the auxiliary be, an the attribute influenced.* What modifier has the first member of this basis? Ans. *By passions for the same pursuits.* What kind of element is it in reference to its construction, use, and form? Ans. *Complex, adverbial element of the second class.* What is its basis? The substantive of its basis has what modifier? What is its basis? The second part of the basis in the subject has what modifier? What is this modifier in reference to its use? The attribute of the predicate has how many modifiers? Name them. What is the basis of the last one? What modifier has the substantive of this basis?

222. Written Work for Next Session: —

Mark the *first ten sentences* in Lesson XXXI according to the **MODEL** in Lesson XIV.

LESSON XXXI.

EXERCISE ON SIMPLE SENTENCES.

223. Analyze the following sentences according to the **MODELS** previously given:—

- (1.) There never was a great man without Divine inspiration.
- (2.) Grief softens the mind and makes it fearful and degenerate.
- (3.) The happiness of the human race in this world, does not consist in one being devoid of passions, but in one learning to command them.
- (4.) It is one species of despair to have no room to hope for any addition to one's happiness.
- (5.) To escape hatred is to gain a triumph.
- (6.) Physic is of little use to a temperate person.
- (7.) Life is not to live, but to be well.
- (8.) Preserving the health by too strict a regimen is a wearisome malady.
- (9.) At length his lonely cot appears in view, beneath the shelter of an aged elm.
- (10.) The touch of kindred too and love, he feels.
- (11.) No more the freshness of the falling dew,
Cool and delightful here shall bathe my head.

(12.) Auspicious Hope! In thy sweet garden grow
Wreaths for each toil, a charm for every woe.

224. Instead of analyzing by **MODEL** teachers may ask questions similar to the following with equal effect: —

Questions on sentence (12) of Lesson XXXI. —

What kind of sentence is it in reference to its form and construction? What is the subject? What is the predicate? Point out the independent phrase in the sentence. What is its basis? What modifier has this basis? Point out the appellative in this sentence. Give the different modifiers of the word *wreaths*. Give the different modifiers of the word *charm*. What kind of element is its last modifier in reference to its construction and form? What is its basis? What modifier has the substantive of this basis?

225. Written Work for Next Lesson: —

Mark the *first ten sentences* in Lesson XXXII according to **MODEL** in Lesson XIV.

LESSON XXXII.

EXERCISE ON SIMPLE SENTENCES.

226. Analyze the following sentences according to the **MODELS** previously given:—

- (1.) How sweet and soothing is this hour of calm!
- (2.) A desire to resist oppression is implanted in the breast of man.
- (3.) Nor vice, nor virtue had the power,
 Beyond the impression of the hour.
- (4.) There are many tender and holy emotions flying about in our inward world.
- (5.) Try to be happy in this very moment, and put not off being so to a time to come.
- (6.) Yes! Thou art ever present, Power Supreme!
 Not circumscribed by time, nor fixed to space,
 Confined to altars, nor to temples bound.
- (7.) O, Abner! I fear my God, and none but him.
- (8.) I take it to be a principle of life, not to be too much addicted to any one thing.
- (9.) How use doth breed a habit in a man!
- (10.) One of the most important, but one of the most difficult things for a powerful mind is to be its own master.

(11.) In speaking or in writing, a gentleman is known by his style.

(12.) Not being untutored in suffering, I learn to pity those in affliction.

Instead of analyzing by **MODEL**, teachers may ask questions similar to the following with equal effect: —

227. Questions on sentence (5), Lesson XXXII.

— What kind of sentence is it, as a whole, in reference to its form and construction? What is its subject? What is its predicate? What does the conjunction *and* connect? What modifier has the first part of the compound predicate? What kind of element is it in reference to its construction, use, and form? What is this basis? What three parts has this basis? What modifier has this basis? What kind of element is it in reference to its construction, use, and form? How many adverbial modifiers has the second part of the compound predicate? Name them. What circumstance does each one denote? What objective element has the second part of the compound predicate? What is its basis? What modifiers has this basis? What kind of element is its modifier, in reference to its construction, use, and form? What is its basis? What two modifiers has this basis? What is the form of the last modifier of the two? The construction? The use?

228. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XXXIII according to the **MODEL** in Lesson XIV.

LESSON XXXIII.

EXERCISE ON SIMPLE SENTENCES.

229. Analyze the following sentences according to the **MODELS** previously given:—

- (1) Truth is simple, requiring neither study nor art.
- (2) Truth, by whomsoever spoken, comes from God.
- (3.) So men are to be esteemed for virtue, not for wealth.
- (4.) All men now contend for gold, true piety being banished from the world.
- (5.) Wealth is now become the ground of claim to respect and consideration among men.
- (6.) It is easy to be wise for others.
- (7.) Grace, being the soul of your complexions, should keep the body of it ever fair.
- (8.) Coquettes make a merit of being jealous of their lovers to conceal their being envious of other women.
- (9.) Fear and niceness, the handmaidens of all women, are more truly woman, its pretty self.
- (10.) She will outstrip all praise, and make it halt behind her.
- (11.) The sun went down in clouds, and seemed to mourn
The sad necessity of his return.

(12.) See through this air, this ocean and this earth,
All matter quick and bursting into birth.

230. Instead of analyzing by **MODEL** teachers may ask questions similar to the following with equal effect:—

Questions on Sentence (1), Lesson XXXIII. — What kind of sentence is it, as a whole, in reference to its form and construction? What is its subject? What is its predicate? What modifier has the subject? What kind of element is it in reference to its form and construction? What is its basis? What modifier has its basis? What kind of element is this modifier with reference to its construction, use, and form? By what are the two members of its basis connected? What part of speech is this connecting word? What kind of conjunction? What is the *use* of the word *neither*? What part of speech is it? What kind of conjunction?

231. Written Work for Next Lesson. —

Mark the *first ten sentences* in Lesson XXXIV according to the **MODEL** in Lesson XIV.

LESSON XXXIV.

EXERCISE ON SIMPLE SENTENCES.

232. Analyze the following sentences according to the **MODELS** previously given: —

- (1.) By viewing nature, nature's handmaid, art
 Makes mighty things from small beginnings
 grow.
- (2.) Through every pulse the music stole,
 And held sublime communion with the soul,
 Wrung from the coyest breast, the imprisoned
 sigh,
 And kindled rapture in the coldest eye.
- (3.) Both love of men and respects for their rights
are duties.
- (4.) It is folly for an eminent man to think of es-
caping censure.
- (5.) The wise and active conquer difficulties by dar-
ing to attempt them.
- (6.) Busy yourselves not in looking forward to the
events of to-morrow.
- (7.) I look upon enthusiasm in all points to be a
very necessary turn of mind.
- (8.) I have seen the dumb men throng to see him,
and the blind men to hear him speak.

(9.) The truest mark of being born with great qualities, is being born without envy.

(10.) The world is all a dream, the consciousness of something existing.

(11.) What is this life but a circulation of little mean actions?

(12.) Our reason lies asleep by us.

233. Instead of analyzing by **MODEL** teachers may ask questions similar to the following with equal effect:—

Questions on Sentence (4), Lesson XXXIV.—
What kind of sentence is it, as a whole, in reference to its form and construction? How should the first word in the sentence be disposed of? What is the subject? What is the predicate? What kind of element is the subject in reference to its form and construction? What is the grammatical subject? The logical subject? What is the basis of the subject? What modifier has this basis? What kind of element is this modifier in reference to its construction and form? What is its basis? What part of speech is the substantive of this basis? What modifier has this substantive? What kind of element is this modifier in reference to its construction, use, and form? What is the copula of the predicate? The attribute? What modifier has this attribute? What kind of modifier is it in reference to its construction, use, and form? What is the basis of this modifier? What modifiers has the substantive of this basis?

234. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XXXV according to the **MODEL** in Lesson XIV.

LESSON XXXV.

EXERCISE ON SIMPLE SENTENCES.

235. **Analyze** the following sentences according to the **MODELS** previously given: —

- (1.) Run not in debt either for wares sold or money borrowed.
- (2.) Lose not thine own for want of asking for it.
- (3.) Deference is the most complicate, the most indirect and the most elegant of all compliments.
- (4.) Hail, Source of Being! Universal Soul
Of Heaven and Earth! Essential Presence! Hail!
To Thee, I bend the knee.
- (5.) And yet was every faltering tongue of man,
Almighty Father! silent in thy praise!
- (6.) Friendship, love and piety ought to be handled
with a sort of mysterious secresy.
- (7.) O! Who can hold a fire in his hand by thinking
on the frosty Caucasus?
- (8.) The chief pleasure in eating does not consist in
costly seasoning or exquisite flavor, but in yourself.
- (9.) The malcontent is neither well, full, nor fasting.
- (10.) This late dissension, grown betwixt the pens,
Burns under feigned ashes of forged love,
And will at last break out into a flame.

(11.) Polyphemus, deprived of his eyes, was only the more exposed on account of his enormous strength and stature.

(12.) Men of the world hold it to be impossible to do a disinterested action.

236. Instead of analyzing by **MODEL** teachers may ask questions similar to the following with equal effect:—

Questions on Sentence (6), Lesson XXXV.— What kind of a sentence is it, as a whole, in reference to its construction and form? What is the subject? What kind of element is the subject in reference to its construction and form? By what connected? What is the predicate? Of what parts does its consist? What modifier has the predicate? What kind of element is this modifier in reference to its construction, use, and form? What is the basis of this modifier? What modifiers has the substantive of this basis? What kind of element is its second modifier in reference to its construction, use, and form? What modifier has the substantive of this basis?

237. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XXXVI according to the **MODEL** in Lesson XIV.

LESSON XXXVI.

EXERCISE ON SIMPLE SENTENCES.

238. **Analyze** the following sentences according to the **MODELS** previously given: —

(1.) A man's worth is estimated in this world according to his conduct.

(2.) The true art of being agreeable is to appear well pleased with all the company, and rather to seem well entertained with them, than to bring entertainment to them.

(3.) In conversation use some, but not too much, ceremony.

(4.) Blessed with all other requisites to please,
Some want the striking elegance of ease.

(5.) Conceit not so high a notion of any as to be bashful and impotent in their presence.

(6.) One principal point of good breeding is to suit our behavior to the three several degrees of men, our superiors, our equals, and those below us.

(7.) The truly generous are most pliant and courteous in their behavior to their inferiors.

(8.) Oil your mind and your manners to give them the necessary suppleness and flexibility.

- (9.) Anything may become nature to a man.
(10.) Nor vice nor virtue had the power
 Beyond the impression of the hour.
(11.) She stopt, and raised her hand to speak, but
 paused,
 And then moved on again with rapid pace.
(12.) Upon her face there was the tint of grief,
 The settled shadow of an inward strife,
 And an unquiet drooping of the eye.

239. Instead of analyzing by **MODEL**, teachers may ask questions similar to the following, with equal effect: —

Questions on Sentence (3), Lesson XXXVI. — What kind of sentence is it, as a whole, in reference to its construction and form? What is its subject? What is its predicate? What element of the second class is found in this sentence? What does it modify? What complex-compound element is found in this sentence? What is its basis? What is the connective in this basis? What objective element? What is its basis? Name the adverbial elements in the sentence, and state, what each one modifies. What adjective element is found in this sentence? What does it limit?

240. Written Work for Next Lesson: —

Mark the *first ten sentences* in Lesson XXXVII according to the **MODEL** in Lesson XIV.

LESSON XXXVII.

EXERCISE ON SIMPLE SENTENCES.

241. Analyze the following sentences according to the **MODELS** previously given:—

- (1.) Smiles from reason flow, to brutes denied,
And are of love the food.
- (2.) Let grace and goodness be the principal load-stone of thy affection.
- (3.) O Hard-believing Love! How strange it seems
Not to believe, and yet too credulous!
- (4.) Things base and vile, holding no quantity,
Love can transpose to form dignity.
- (5.) His counsellors should fill the pores of learning
to the smothering of sense.
- (6.) He knows no difference in degree, but planes
and levels all.
- (7.) Dost thou not circulate through all my veins,
Mingle with life and form my very soul?
- (8.) Ah! Why with cypress branches hast thou
wreathed thy bowers and made thy best interpreter a
sigh?

(9.) Unembellished by you has the garden a blush or
the herbage a hue?

(10.) The first step toward useful knowledge is to be
able to detect a falsehood.

(11.) Behold the child by Nature's kindly law,
Pleased with a rattle, tickled with a straw.

(12.) Complaisance renders a superior amiable, an
equal agreeable, an inferior acceptable.

242. Instead of analyzing by **MODEL** teachers may
ask questions similar to the following with equal effect:—

Questions on Sentence (8), Lesson XXXVII.—
What kind of sentence is it, as a whole, in reference to its
form and construction? What is its subject? Its predi-
cate? What kind of predicate? Name and classify its
several parts. What double object is found in this sen-
tence? What does it modify? What modifies its first
part? Its second part? Dispose of the first word in the
sentence. What kind of modifier is the second word in
reference to its construction, use, and form? What does
it modify? Name the objective elements. What does
each one limit? What second class element is found in
this sentence? What does it modify? What is its basis?
What modifier has the substantive of this basis?

243. Written Work for Next Lesson.—

Mark *ten* simple sentences (*to be selected by the
teacher*) according to the **MODEL** in Lesson XIV.

LESSON XXXVIII.

COMPLEX SENTENCES. MODELS FOR ANALYZING THEM.

244. Any sentence containing a third class element is **complex**.

245. Third class elements may be either **simple**, **complex**, **compound**, or **complex-compound**.

246. Two or more third class elements may be entirely independent of *each other* in the same sentence ; as, *While I was coming, I was thinking, that you had always been a good friend to me.*

247. Every subordinate clause has three essential parts, the **connective**, the **subject**, and the **predicate**, expressed or understood.

248. The *subordinate clauses* in a sentence **are related** to the *principal clauses* ; as,

(1.) **Subjects** ; as, *That you have wronged me, doth appear in this.*

(2.) **Attributes** ; as, *The judge's opinion was, that the decision is just.*

(3.) **Adjectives** ; as, *He jests at scars, that never felt a wound.*

(4.) **Appositives**; as, I know this, *that he was once my friend*.

(5.) **Direct objects** of verbs or *participles*; as, Pray, tell me, sir, *whose dog are you*; or, Doing *what I will*, I have my will.

(6.) **Objects of prepositions**; as, I know nothing, except *that he was once my friend*.

(7.) **Objective subjects**; as,

I have oft heard (to be) defended,
Little said is soonest mended.

(8.) **Adverbs** denoting each of the following circumstances:

(1.) **Cause**; as,

Abide with me from morn till eve,
For without thee I cannot live.

(2.) **Manner**; as,

Her beauty hangs upon the cheek of night,
As do rich jewels in an Ethiop's ear.

(3.) **Place**; as, *Where they do agree on the stage*, their unanimity is wonderful.

(4.) **Time**; as, *When that the poor have cried*, Cæsar hath wept.

(5.) **Purpose or Result**; as, He then treated me with such unaffected kindness, *that I was moved to copious tears*.

(6.) **Concession**; as, Foul deeds will rise, *though all the earth o'erwhelm them to men's eyes*.

(7.) **Condition**; as,

*Had I heart for falsehood framed,
I ne 'er could injure you.*

(8.) **Comparison**; as, What two ideas are more inseparable, *than beef and Britannia?*

249. The following **plan for analyzing complex sentences** has been found very convenient:—

(1.) State what **kind** of sentence it is in reference,

(a.) **To its form.**

(b.) **To its construction.**

(2.) Name the **subordinate clauses**.

(3.) Name **subjects** and **predicates** in the **principal** clauses, and dispose of their modifiers as in simple sentences.

(4.) When the **subordinate clauses** appear in the course of the analysis, their *relation* to the principal clauses having been given, and themselves disposed of as third class elements, treat them as simple sentences.

Note.—Whether it is advisable to analyze all sentences in full, according to the models, is a question for the judgment of individual teachers. There can be little doubt that, for the sake of some practical means of communication between teacher and scholars, the classes should, at least, be familiar with the phraseology of the models. At this stage of the study, a large part of an analysis by model becomes mere repetition of principles already mastered in dealing with simple sentences, and involving, many would say, a loss of time. Our plan has been to see, that each member of the class was reasonably familiar with the *arrangement, order* and *terms* of the models; then, to bring out the new, important, or rare principles in the sentences by a series of pointed questions (*framed in terms of the models*), such as are attached for the guidance of teachers to each of the Lessons following this. Such questions are applicable to any sentence given in the lesson, to which it belongs.

250. Questions on Lesson XXXVIII. — What is a complex sentence? What four kinds of third class elements may there be in reference to their construction? May a sentence contain two or more third class elements independent of each other? Name the three essential parts of a subordinate clause. Must they be expressed? Is every subordinate clause related to the principal clause? Mention the eight different methods. Give an example of a subordinate clause as the subject. As attribute. As an adjective. As a noun in apposition. As the object of a verb. Object of a participle. Object of a preposition. Objective case, and subject of an infinitive. As an adverb. Name the *eight* different adverbial relations. Give an example of a subordinate clause used as an adverb of cause. An adverb of manner. An adverb of place. An adverb of time. An adverb of purpose or result. An adverb of concession. An adverb of condition. An adverb of comparison.

251. Written Work for Next Lesson:—

Mark the *first ten* sentences in Lesson XXXIX, according to the following,

MODEL. —

(1.) **Enclose** the subordinate clauses in parentheses.

(2.) **Underscore** the subjects and **predicates** in the *principal* clauses.

(3.) **Overscore** the subjects and **predicates** in the *subordinate* clauses.

(4.) **Draw a cross** through the introductory or *subordinate connective* of the subordinate clause.

(5.) **State on the margin** what the relation of the subordinate clause is to the principal clause, thus,

(~~That I should be abroad~~) was good (for (my) country.) *Subject.*

(~~If this be treason~~), X make ((the) most (of it.)) *Adverb of Condition.*

LESSON XXXIX.

CLUSES AS SUBJECTS.

252. The **subordinate clause** in a sentence may be the **subject** of the principal clause.

253. A subordinate clause used as the subject, is generally introduced by a subordinate connective; as,

That you have wronged me, doth appear in this.

254. Analyze the following sentences according to the **MODEL**, paying particular attention to the **clauses used as subjects**.

MODEL. — *That you have wronged me doth appear in this.*

This is a

declarative,
complex sentence, of which
that-me is the **subordinate clause**.

In the principal clause

that-me is the subject and
doth appear is the predicate, of which
doth is the *auxiliary* and *appear* is the *attribute*.

Doth appear is modified by *in this*, a simple adverbial element of the second class.

In the subordinate clause

you is *the subject*,

have wronged is the *predicate*, of which *have* is the *auxiliary* and *wronged* is the *attribute*, **that** is the *connective*.

Have wronged is modified by *me*, a simple objective element of the first class.

255. (1.) That the adventurers were no imposters, is shown by the extravagant character of their wars.

(2.) "Dust thou art, to dust returnest," was not spoken of the soul.

(3.) How it found its way into the canon, smiting through and through, the most deeply seated Jewish prejudices, is the chief difficulty about it now.

(4.) Whatever is taken for granted, is so taken at one's peril.

(5.) How much he has done for you, is not considered.

(6.) "I will try," has done wonders.

(7.) In what character he will appear, is not known.

(8.) That he should be so obstinate, is astonishing.

(9.) When he will come, is hidden from us.

(10.) How the materials for those stratified deposits were made, may well be asked.

(11.) What had been gained, was not the acquisition of some border territory, province or kingdom.

(12.) That this invention may be capable of great improvement, is not doubted.

(13.) That I have ta'en away this old man's daughter, is most true.

(14.) Who had handled the gun, perplexed the good hunter no little.

(15.) "Why did you refuse me?" were the dying boy's last words.

(16.) That the good ship was approaching them, could not be doubted.

(17.) What you should deny, already exists.

(18.) That we arm us against the foe, is most meet.

(19.) That they have divers aspects, may be said of men's humors.

(20.) That we have mistaken the road, is possible.

Note.—Ask questions similar to the following instead of analyzing by the model, if preferred.

256. General Questions on Lesson XXXIX.—What kind of a sentence is it in reference to its form and construction? What is the subordinate clause? What is the relation of the subordinate clause to the principal clause? Ans. *Subject of the predicate in the principal clause.* What is the connective in the subordinate clause? The subject? The predicate? What is the subject in the principal clause? Ans. *The subordinate clause.* Mention all the adjective modifiers in the principal clause. In the subordinate clause. Mention the adverbial modifiers in each. The objective modifiers. What class and form of element is the first mentioned adjective element in the subordinate clause? What kind of element is the subject of the principal clause? Its class? Its form? etc.

Note.—By this plan, repetition may be avoided, time saved, and more ground covered. Before using it, however, teachers should see that the pupils are sufficiently familiar with the phraseology of the models to understand thoroughly the meaning of the questions. To follow out the **Models** carefully at intervals of a few days is very desirable.

257. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XL according to the **MODEL** in Lesson XXXVIII.

LESSON XL.

CLAVUSES AS SUBJECTS; WITH EXPLETIVES.

258. A complex sentence may occur with a **subordinate clause** for a subject, **introduced by an expletive**, standing in place of the subject which appears elsewhere in the sentence.

259. **Analyze** the following sentences according to **MODEL** in Lesson XXXIX, paying particular attention to the **subordinate clauses used as subjects, with expletives standing in their places**, and point out the **expletive** in each.

- (1.) It is true, we may give advice.
- (2.) It is now fifteen or sixteen years, since I saw
the Queen of France.
- (3.) But be it known to skin and bone,
That flesh and blood can't bear it.
- (4.) That I have ta'en away this old man's daughter,
it is most true.
- (5.) However it is not doubtful, that this invention
may be capable of great improvement.
- (6.) It is all one to me, whether the noble red man
sticks fish bones through his visage or bits of trees
through the lobes of his ears.

(7.) Can it be supposed, that the choice or maintenance of one or more subjects of study must necessarily lead to pedantry?

(8.) It was the 7th of June, that Mr. R. H. Lee obeyed the instructions of the Virginia Legislature.

(9.) It is not virtue, wisdom, valor, wit, strength, comeliness of shape nor ample merit,
That woman's love can win or long inherit.

(10.) There has already been accomplished, what you shall live to regret.

(11.) It is plain enough, that the little mill can never resist this mighty rush of waters.

(12.) There already exists, what you ought to deny.

(13.) Is it possible, that we have mistaken the road?

(14.) It cannot be denied, that many such journeys have been made in vain.

(15.) It is certain, that either wise bearing or ignorant carriage is contagious.

(16.) Still seems it strange, that thou shouldst live forever?

(17.) Is it less strange, that thou shouldst live at all?

(18.) It may be said of men's humors, that they have divers aspects.

(19.) It yearns me not, if men my garments wear.

(20.) It is most meet, we arm us against the foe.

260. Questions on Lesson XL. — How is the expletive often used in sentences with a subject clause? Give an example.

Note.—Questions similar to the following may be used instead of analyzing by model:—

What kind of a sentence is it, as a whole, in reference to its form and construction? What is the subordinate clause? What is the relation of the subordinate to the principal clause? What connective unites the subordinate to the principal clause? What are the *subject* and *predicate* in the principal clause? In the subordinate clause? How is this clause disposed of? etc.

261. Written Work for Next Lesson:—

Mark the *first ten sentences* of Lesson XLI according to the **MODEL** in Lesson XXXVIII.

LESSON XLI.

CLAUSES AS ATTRIBUTES.

262. A subordinate clause may be used as the attribute of the predicate in the principal clause, after some part of the verb *to be*.

263. Analyze the following sentences according to the MODEL paying particular attention to the subordinate clauses used as attributes.

MODEL.—*His answer was, that he could not permit it.*

This is a

declarative,

complex sentence, in which

that—it is the subordinate clause.

In the principal clause

answer is the subject,

was, that he could not permit it, is the predicate, of which

was is the copula;

that he could not permit it, is the attribute.

answer is modified by *his*, a simple adjective element of the first class.

In the subordinate clause

he is the *subject*, and

could permit is the predicate, of which
could is the *auxiliary*, and *permit* is the
attribute;

that is the *connective*;

could permit is modified by *not*, a simple, adver-
 bial element of the first class, also by *it*, a
 simple, objective element of the first class.

264. (1.) The very audible murmur was, “The world
 is all a dream.”

(2.) The Indian’s first question was, “Are we not
 brothers?”

(3.) Would your answer to such a question be, that
 to fear the worst oft cures the worst?

(4.) My belief is, that even a fraudulent enemy is
 preferable to such a friend.

(5.) His prompt exclamation ought to be, “I can
 forgive such a foe!”

(6.) The grand question and hope, however, is, will
 not this feast of the Tuileries, Mumbo Jumbo, be a
 sign of the abatement of the guillotine?

(7.) His daily advice to his little son was, “Get
 money, boy, get money.”

(8.) An old saying is, “That hasty marriage seldom
 proveth well.”

(9.) Plato’s definition of a man is, “Man is a two-
 legged animal without feathers.”

(10.) Could his honest belief be, that he hasn’t a
 friend in the world?

(11.) Promise was, that I should Israel from Philis-
 tine yoke deliver.

(12.) The fact is, that wit is very seldom the only eminent quality in the mind of any man.

(13.) The meaning of any extraordinary man is, that he is eight men, not one.

(14.) His question was, "Will it ever be worse?"

(15.) The interior is, what one would expect to behold after viewing the outside.

(16.) This condition really is, that the teacher, himself, should particularly know the subject.

(17.) The quotation referred to is, "Bear not along the clogging burden of a guilty soul."

(18.) Her words might have been, "Let fools the studious despise."

(19.) My only inquiry will be, "what I shall do to assist them in their difficulties."

(20.) His hastily spoken words were, "Go back to the mountain passes to dwell with your wives and children."

265. Questions on Lesson XLI. With what verb does the subordinate clause occur as the attribute of the predicate? Give an example.

Note.—Questions similar to the following may be asked, if preferred, instead of analyzing by model.

What kind of a sentence is it, as a whole, in reference to form and construction? What is the subordinate clause? Its connective? Its relation to the principal clause? What is its subject? Its predicate? What is the subject in the principal clause? The predicate? (*Notice this question especially.*) The copula? The attribute? Modifiers of the subjects? Of predicates? etc.

266. Written Work for Next Lesson:

Mark the *first ten* sentences in **Lesson XLII** according to **MODEL** in **Lesson XXXVIII**.

LESSON XLII.

CLUSES AS ADJECTIVES.

267. A subordinate clause may be used as an adjective, limiting some noun, pronoun, or other substantive in the principal clause.

268. Clauses of this kind are introduced by relative pronouns, which serve as connectives, and which may be in the nominative or possessive case, or in the objective case after a verb or preposition.

269. Analyze the following sentences according to the MODEL, paying particular attention to the relative clauses.

MODEL. — *He that loves to be flattered, is worthy of the flatterer.*

This is a

declarative,
complex sentence, of which
that-flattered is the subordinate clause.

In the principal clause

he is the subject,
is worthy is the predicate, of which
is is the copula, and
worthy is the attribute.

He is modified by *that-flattered*, a simple adjective element of the third class, of which **that** is the subject and connective, and **loves** is the predicate.

Loves is modified by *to be flattered*, a simple objective element of the second class, of which *to* is the sign of the infinitive, *be* is the auxiliary, and *flattered* is the attribute.

Worthy is modified by *of the flatterer*, a complex adverbial element of the second class, of which *of flatterer* is the basis, and *flatterer* is modified by *the*, a simple adjective element of the first class.

270. (1.) O Cuckoo-pint! Toll me the purple clapper
That hangs in your clear green bell.

(2.) Who has not heard of the vale of Cashmere,
With its roses, the brightest, that earth ever
gave?

(3.) Let them be ashamed and confounded, that seek
after my soul.

(4.) Tall are the oaks whose acorns drop into dark
Auser's rill.

(5.) His colleagues upon the committee suggested
a few verbal changes, none of which were important.

(6.) In the Silurian epoch following the Azoic, we
have the first beach on which any life stirred.

(7.) Oh! How wretched is that poor man that hangs
on princes' favors.

(8.) Last scene of all,
That ends this strange eventful history,
Is second childhood and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

- (9.) Lo ! The poor Indian whose untutored mind
Sees God in clouds and hears him in the wind.
- (10.) From the mountains on every side rivulets de-
scended, that filled all the valleys with fertility and
formed a lake in the middle, inhabited by fish of every
species.
- (11.) This is the commodity of price, of which you
have the monopoly.
- (12.) Is it not the same virtue which does every-
thing for us here, in England?
- (13.) O Solitude ! Where are the charms that sages
have seen in thy face ?
- (14.) The ferocious Bedouins, the terror of the
desert, embrace without inquiry or hesitation the
stranger who dares to confide in their honor or enter
their tents.
- (15.) He prayed for those whose love had been his
shield.
- (16.) So the struck eagle stretched upon the plain,
No more through rolling clouds to soar again,
Viewed his own feather on the fatal dart,
And winged the shaft that quivered in his
heart.
- (17.) Books that you may carry to the fire and hold
readily in your hand are the most useful after all.
- (18.) Learning hath gained most by those books, by
which the printers have lost.
- (19.) That in the captain's but a choleric word,
Which in the soldier is flat blasphemy.
- (20.) Behavior is a mirror, in which every one shows
his image.

271. Questions on Lesson XLII. — Give an example of a subordinate clause used as an adjective. By what is this kind of clause connected to the principal clause? In what cases may such relatives appear?

Note. — Questions similar to the following may be asked instead of analyzing by model.

What kind of sentence is it as a whole in reference to its form and construction? What is the relation of the subordinate to the principal clause? What is the connective? What case is it in? What does it modify and how is it disposed of? Point out the subject and predicate in the principal clause. In the subordinate clause. Modifiers, etc.

272. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XLIII according to the **MODEL** in Lesson XXXVIII.

LESSON XLIII.

CLAVUSES AS SUBSTANTIVES IN APPPOSITION.

273. A subordinate clause may be used in apposition with a substantive, and is then an adjective element of the third class.

274. Analyze the following sentences according to **MODEL**, paying particular attention to the clauses in apposition.

MODEL. — *The queen at length spoke these words, "Must I, then, yield so soon?"*

This is a

declarative,
complex sentence, of which
must—soon is the subordinate clause.

In the principal clause

queen is the subject, and
spoke is the predicate;

queen is modified by *the*, a simple, adjective element of the first class;

spoke is modified by *at length*, a simple, adverbial element of the second class; also by *these words*, *Must I, then, yield so soon*, a complex,

objective element of the first class, of which *words* is the basis, modified by *these*, a simple, adjective element of the first class, also by *Must I, then, yield so soon*, a simple, adjective element of the third class, of which

I is the subject,

must yield is the predicate, of which *must* is the auxiliary, and
yield is the attribute;

must yield is modified by *then*, a simple, adverbial element of the first class, also by *so soon*, a complex, adverbial element of the first class, of which *soon* is the basis, modified by *so*, a simple, adverbial element of the first class.

275. (1.) He was ever repeating this maxim, “Know thyself.”

(2.) They passed their lives in the full conviction, that they had all things within their reach.

(3.) A dispute had arisen, who among the citizens of Mecca were entitled to the prize of generosity.

(4.) A sober melancholy was spread over my mind by the idea, that I had taken everlasting leave of an old and agreeable companion.

(5.) I've seen yon weary winter sun

Twice forty times return,
And every time has added proofs,
That man was made to mourn.

(6.) For of all sad words of tongue or pen,
The saddest are these, “It might have been.”

(7.) The chair is of oak, carved and hacked over with names, with a legend on the bottom of it, that the *king* had once slept in it.

(8.) Such a narrow view of the nature of education has nothing to do with my firm conviction, that a complete scientific culture ought to be introduced into all schools.

(9.) There's a hush of death about me,
And a whisper, "He is gone."

(10.) We said this with a feeling, that it was worse.

(11.) Still is the story told, how well Horatius kept the bridge in the brave days of old.

(12.) And with one voice have the thirty their glad answer given, "Go forth, Thou beloved of Heaven!"

(13.) Take this proverb to thy heart:
"The mill will never grind with water past."

(14.) This is a faithful saying, and worthy of all acceptation, That Jesus Christ came into the world to save sinners.

(15.) But this, alone, I know full well,
I do not like you, Dr. Fell.

(16.) The phrase, "To dine with Duke Humphrey," is said to have arisen from the circumstance, that a part of the public walks in old Saint Paul's, London, was called Duke Humphrey's Walk.

(17.) This England never did, nor never shall,
Lie at the proud foot of a conqueror.

(18.) 'Tis a proof, "that he'd rather
Have a turnip than his father.

(19.) Dr. Watts's statement "That birds in their little nests agree," is very far from being true.

(20.) He gave this answer only, "The lust of gold succeeds the lust of conquest."

276. Questions on Lesson XLIII. — Give an example of a subordinate clause used as an attribute. What kind of a sentence is it in reference to its form and construction? What is the subordinate clause? What is its relation to the principal clause? What are the subject and predicate of the principal clause? Of the subordinate clause? Its connective? What are the modifiers of the principal predicate? etc.

277. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XLIV according to the **MODEL** in Lesson XXXVIII.

LESSON XLIV.

CLAVUSES AS THE OBJECTS OF VERBS AND PARTICIPLES.

178. A **subordinate clause** may be used in a sentence as the **object of a transitive verb or participle**.

179. **Analyze** the following sentences according to **MODEL**, paying particular attention to the **clauses used as objects**.

MODEL. — *Repeating, what I had said, I sat down.*

This is a

declarative,
complex sentence, of which
what – said is the subordinate clause.

In the principal clause

I is the *subject* and
sat is the *predicate*.

I is modified by *repeating, what I said*, a complex adjective element of the first class, of which *repeating* is the basis, modified by *what – said*, a simple objective element of the third class, of which

I is the *subject*,
had said is the *predicate*,
what is the *connective*.

Had said is modified by *what*, a simple objective element of the first class.

Sat is modified by *down*, a simple adverbial element of the first class.

MODEL. — Consider, that his arguments are based upon his experiences.

This is an

imperative,
complex sentence, of which
that-experiences is the subordinate clause.

In the principal clause

thou or you understood is the *subject*,
consider is the *predicate*.

Consider is modified by **that-experiences**, a simple objective element of the third class, of which

arguments is the *subject*,
are based is the *predicate*, of which **are** is the auxiliary and **based** the *attribute*,
that is the *connective*.

Arguments is modified by *his*, a simple adjective element of the first class.

Are based is modified by *upon his experiences*, a complex adverbial element of the second class, of which *upon experiences* is the basis, *experiences* is modified by *his*, a simple adjective element of the first class.

280. (1.) I do not mean, that every school boy should be taught everything in science.

(2.) Yet she wished, that Heaven had made her such a man.

(3.) He told us, that he had been thirty years employing his thoughts for the improvement of mankind.

(4.) All this, I know well enough, will sound wild and chimerical to the profane herd of those vulgar and mechanical politicians.

(5.) Alas! He replied, "My coffers are empty."

(6.) I hope, you will soon be forgiven.

(7.) "Young stranger, whither wanderest thou?"

Began the reverend sage.

(8.) O! Say, what may it be?

(9.) Then the maiden clasped her hands and prayed, that savèd she might be.

(10.) Tell me not in mournful numbers,
Life is but an empty dream.

(11.) Yet it is extraordinary to observe, how some people will talk about him.

(12.) What right have you to infer, that this condition was caused by the action of heat upon them?

(13.) A slender cross of wood alone
Shall say, that here a maiden lies
In peace beneath the peaceful skies.

(14.) Having learned, that it was best to visit the ruins at midnight, we set out just after dark.

(15.) We listened attentively to them relating, what they had seen in their travels.

(16.) I hear, the great commanding Warwick is thither gone to crave the French king's sister to wife for Edward,

(17.) You say, that Edward is your brother's son?

(18.) "They order," I said, "this matter better in France."

(19.) What man dare, I dare.

(20.) Wishing to do, what I please, I shall certainly have my will.

281. Questions on Lesson XLIV.—Give an example of a subordinate clause used as the object of a verb. Of a participle. **General questions.**—What kind of sentence is it, as a whole, in reference to its form and construction? What is the subordinate clause? What is its relation to the principal clause? Object of what? Subject and predicate of the principal clause? Of the subordinate clause? The connective? etc.,

282. Written Work for Next Lesson:—

Mark the *first ten sentences* from Lesson XLV according to **MODEL** in Lesson XXXVIII.

LESSON XLV.

CLAVUSES AS THE OBJECTS OF PREPOSITIONS.

283. A subordinate clause may be used as the object of a preposition.

284. The preposition and its object, the clause, constitute an element of the second class, of which the basis is the preposition with the clause.

285. This peculiar second class element is a modifier of that word or words in the principal clause, between *which* and the clause the preposition shows the relation.

286. This kind of second class element may, therefore, be either an *adjective*, *adverbial* or *objective* modifier.

287. Analyze the following sentences according to **MODEL**, paying particular attention to the clauses used as objects of prepositions:—

MODEL. — *I know nothing except that he was once my friend.*

This is a

declarative,

complex sentence, of which

that-friend is the subordinate clause.

In the principal clause

I is the subject,

know is the predicate;

know is modified by *nothing except that he was once my friend*, a complex, objective element of the first class, of which *nothing* is the basis, modified by *except that he was once my friend*, a simple, adjective element of the second class, of which the basis consists of *except* and the clause.

In the clause which is the object of the preposition,

He is the subject,

was friend is the predicate, **was** is the copula, and **friend** is the attribute;

was friend is modified by *once*, a simple, adverbial element of the first class, and **friend** is modified by *my*, a simple, adjective element of the first class.

Note.—In the example given above, notice that the predicate, *know*, is modified by *nothing, except that he was once my friend*, an objective element of the first class, with *nothing* for a basis, and that *nothing* is modified by *except that he was once my friend*, a simple, adjective element of the second class, of which the preposition and the clause constitute the basis. The substantive of this basis is the subordinate clause, which occurs as the object of the preposition. This construction may be made clear to the pupil by substituting the word *this* in place of the clause, and analyzing, remembering that what is true of "*this*" is true of the clause whose place it takes. Thus, in the phrase, *nothing except this, except this* is an adjective element of the second class. This peculiar second class element is *simple, complex, compound or complex-compound*, according to the construction of the clause object.

288. (1.) She left her labors, coming unto me in despite of what people said.

(2.) You sit alone and see vain men below
Contend for what you only can bestow.

(3.) Except where new things necessitate new terms, he will avoid an unusual word.

(4.) Bonaparte thought little about what he should do in case of success.

(5.) He thought much of what he would do in defeat.

(6.) In consequence of what transpired at Madrid, I went straight to Paris to consult the President of the French Council.

(7.) I am never alarmed except when I am thus informed. —

(8.) I say nothing of what may be called the domestic noises of the ship.

(9.) This is beyond what we can gather out of the language and contents of the poem itself.

(10.) Of its external history nothing is known at all except that it was received into the canon at the time of the great synagogue.

(11.) Yet, still, on every side we trace the hand
 Of winter in the land,
 Save where the maple reddens on the lawn,
 Flushed by the season's dawn.

(12.) Master, I marvel at nothing except that fishes live in the sea.

(13.) I said nothing beyond that a faithful friend is a true image of the Deity.

(14.) He had but one quotation besides "God tempers the wind to the shorn lamb."

(15.) Of what they have expected, ye have all, indeed, heard much.

(16.) The minister muttered something about "improve each moment flying."

(17.) The queen could not move a foot after what the enemy had done to the roads.

(18.) I attempt to impress nothing upon you, except "Be careful still of the main chance."

(19.) What grew out of what you reported to the mayor?

(20.) Of what you are not sure, say nothing except, with the careful qualifications of uncertainty.

289. Questions on Lesson XLV.—Give an example of a subordinate clause used as the object of the preposition. **General Questions.**—What kind of sentence is it in reference to its form and construction? What is the relation of the subordinate clause to the principal clause? Object of what preposition? What does that preposition show the relation between? The preposition, taken with its object, constitutes what kind of an element? What does that element modify? Subject and predicate in the principal clause? In the subordinate clause? Modifiers? etc.

290. Written Work for Next Lesson:—

Mark the *first five* sentences in Lesson XLVI according to **MODEL** in Lesson XXXVIII.

LESSON XLVI.

CLAUSES AS OBJECTIVE SUBJECTS.

291. A subordinate clause may be used as the **object** of a finite verb and at the same time the **subject of an infinitive**.

292. Analyze the following sentences according to the **MODEL**, paying particular attention to the subordinate clauses used as objective subjects.

MODEL. — *I have often heard (to be) defended,
Little said is soonest mended.*

This is a

declarative,
complex sentence, in which
little-mended is the subordinate clause.

In the principal clause

I is the *subject*,
have heard is the *predicate*, of which *have* is the *auxiliary* and *heard* the *attribute*.

Have heard is modified by *often*, a simple, adverbial element of the first class, also by (*Little said is soonest mended*) *to be defended*, a simple objective element of the first class, of

which the clause *little-mended* is the basis, modified by *to be defended*, a simple adjective element of the second class, of which *to* is the sign of the infinitive, *be* is the auxiliary, and *defended* is the attribute.

In the subordinate clause

little is the *subject*,

is mended is the *predicate*, *is* is the auxiliary and *mended* is the attribute.

Little is modified by *said*, a simple, adjective element of the first class.

Is mended is modified by *soonest*, a simple adverbial element of the first class.

293. (1.) I believe, what they said, to be an honest opinion.

(2.) Deny not, where you were born, to be my home also.

(3.) Paul knew "I to the port securely tend" to have been the exact words meant.

(4.) Can you think, what I asked you, to have been anything but a thoughtless question?

(5.) He considered "To the victors belong the spoils" to be erroneous.

Note. — This construction is so rare and there is so little variety in its different phases, it is not deemed advisable to extend the examples as in the other cases. By substituting the words *it* or *this* in the place of the subordinate clauses the construction may be readily understood. The principal involved is the same as that in Lesson XXV. The only difference is that a *clause* takes the place of a *single word* as the *objective subject*, and the sentence, therefore, becomes complex.

294. General Questions on Lesson XLVI. — What kind of a sentence is it in reference to its form and construction? What is the principal clause? The sub-

ordinate clause? What is the relation of the subordinate clause to the principal clause? Subjects and predicates in the different propositions? Connectives? etc.

295. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XLVII according to **MODEL** in Lesson XXXVIII.

LESSON XLVII.

ADVERBIAL CLAUSES DENOTING CAUSE.

296. All adverbial clauses may be analyzed by the same model.

297. The subordinate clause in a sentence may denote a circumstance of **cause**.

298. **Analyze** the following sentences according to the **MODEL**, paying particular attention to the **adverbial clauses denoting cause**.

MODEL. — *I loved her, that she did pity them.*

This is a

declarative,
complex sentence, of which
that – them is the subordinate clause.

In the principal clause

I is *the subject*, and
loved is *the predicate*;

loved is modified by *her*, a simple, objective element of the first class, also by *that – them*, a simple, adverbial element of third class, of which

she is the subject,
did pity is the predicate; *did* is the auxiliary, and *pity* is the attribute;
that is the connective;
did pity is modified by *them*, a simple, objective element of the first class.

- 299.** (1.) Act well your part, there all the honor lies.
(2.) They deny it to be tragical, because its catastrophe is a wedding.
(3.) Immodest words admit of no defence, for want of decency is want of sense.
(4.) It fell not, for it was founded on a rock.
(5.) 'Twas twilight, for the sunless day went down over the waste of waters.
(6.) I pray thee, put into yonder port, for I fear a hurricane.
(7.) Forgive me, that this selfish, rebel heart
 Would almost make me jealous for my child.
(8.) He calls pleasure the bait of evils, because men
 are caught by it and destroyed.
(9.) Because he was older, he did not attempt to
 dictate a course of conduct for his brothers.
(10.) His peculiarity was annoying on cold nights,
 because it always prolonged the interval of keeping the
 door open for Boonder.
(11.) People do not admire an orator simply, that he
 can use big words.
(12.) Prisoner, you must now die, as you have been
 convicted of abetting your country's sworn and public
 enemies.

(13.) Who will despise a man, that he cannot elevate himself above natural impediments?

(14.) That you are my friend, I have protected you.

(15.) Act openly and resist boldly, for you are expected by the whole community to protect the people.

300. General Questions on Lesson XLVII.—

What kind of sentence is it, as a whole, in reference to its form? Its construction? Point out the subordinate clause. What is its relation to the principal clause? What adverbial circumstance does it denote? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. Modifiers, etc.

301. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XLVIII according to the **MODEL** in Lesson XXXVIII.

LESSON XLVIII.

ADVERBIAL CLAUSES DENOTING MANNER.

302 The **subordinate** clause in a sentence may denote a circumstance of **manner**.

303. **Analyze** the following sentences according to **MODEL** in Lesson XLVII, paying particular attention to the **adverbial clauses denoting manner**.

304. (1.) It droppeth, as the gentle rain from Heaven upon the place beneath.

(2.) A breath can make them, as a breath has made.

(3.) The king is but a man, as I am.

(4.) As you sow, you are like to reap.

(5.) True hope is swift and flies, as swallows on the wing.

(6.) Fasten him, as a nail in a sure place.

(7.) Talks as familiarly of roaring lions,

As maids of thirteen do of puppy dogs.

(8.) As a bird is, wandering from her nest, so is a man wandering from his place.

(9.) Are friends as numerous in adversity, as they seem in prosperity?

(10.) And once again the Greeks arise, as in their country's noblest hours.

(11.) The higher the mountain is, the colder the journey must be.

(12.) The robbers travelled through the entire province, as Spanish merchants were accustomed to do ten years before.

(13.) Has man ever before suffered, as I do now?

(14.) They acted, as such people always do under such circumstances.

(15.) We only did, as we were politely requested.

305. General Questions on Lesson XLVIII.— What kind of sentence is it, as a whole, in reference to its form? Its construction? Point out the subordinate clause. What is its relation to the principal clause? What adverbial circumstance does it denote? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. Modifiers, etc.

306. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson XLIX according to the **MODEL** in Lesson XXXVIII.

LESSON XLIX.

ADVERBIAL CLAUSES DENOTING PLACE.

307. The **subordinate clause** in a sentence may denote a circumstance of **place**.

308. **Analyze** the following sentences according to the **MODEL** in Lesson XLVII, paying particular attention to the **adverbial clauses denoting place**.

- (1.) Along the lawns, where scattered hamlets rose,
 Unwieldly wealth and cumbrous pomp repose.
- (2.) Such is the patriot's boast, where'er we roam.
- (3.) In Xanadu, did Kubla Khan
 A stately pleasure dome decree,
 Where Alph, the sacred river, ran
 Through caverns measureless to man,
 Down to a sunless sea.
- (4.) Where'er the chieftain went, he was followed by
 a crowd of curious watchers.
- (5.) In a few moments the whole party stood out
 upon the broad plains, where in front of them the
 heavens and the level ground could be seen to meet.
- (6.) Are you not in the same frame of mind, whither-
 soever you go?

- (7.) Follow a good commander, wherever he bids you come!
- (8.) We are often conducted in haste, where we ought, indeed, to go with measured steps and slow.
- (9.) Where there is no law, there is no transgression.
- (10.) Where your treasure is, there will your heart be also.
- (11.) Where the flowers are, there the bees.
- (12.) Wheresoever the traveller turns his steps, he may find the natives importuning him to buy their wares.
- (13.) Nothing can be magnanimous, where everything is mercenary.
- (14.) Whither his master directs, the faithful dog eagerly follows.
- (15.) Halt, where thou art!

309. General Questions on Lesson XLIX. — What kind of sentence is it, as a whole, in reference to its form? Its construction? Point out the subordinate clause. What is its relation to the principal clause? What adverbial circumstance does it denote? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. Modifiers, etc.

310. Written Work for Next Lesson: —

Mark the *first ten sentences* in Lesson L according to **MODEL** in Lesson XXXVIII.

LESSON L.

ADVERBIAL CLAUSES DENOTING TIME.

311. The **subordinate clause** in a sentence may denote a circumstance of **time**.

312. **Analyze** the following sentences according to **MODEL** in **Lesson XLVII**, paying particular attention to the **adverbial clauses denoting time**.

- (1.) I gave thee mine, before thou didst request it.
- (2.) Boy, blow the pipe, until the bubble rise,
Then cast it off to float upon the skies.
- (3.) When ye shall hear of wars and commotions, be
not terrified.
- (4.) When you run into debt, you give to another
power over your own liberty.
- (5.) But now, when time has made the imposture
plain,
What new delusion charms your cheated eyes
again?
- (6.) The Indian immediately started back, whilst the
lion rose with a spring and leaped toward him.
- (7.) He had not proceeded much farther, when he
observed the thorns and briars to end.

- (8.) As he wandered through this delightful scene,
he was often tempted to pluck the flowers around him.
- (9.) How often have I blessed the coming day,
When toil remitting, lent its turn to play.
- (10.) But a bold peasantry, their country's pride,
When once destroyed can never be supplied.
- (11.) But the sound of the church-going bell,
These valleys and rocks never heard ;
Never sighed at the sound of a knell,
Or smiled when a Sabbath appeared.
- (12.) As the sun
Rose up in Heaven, he knelt among them there,
And bowed his head upon his hands to pray.
- (13.) Do you hear the children weeping O! my
brothers,
Ere the sorrow comes with years?
- (14.) Watch, while ye pray.
- (15.) We seek it, ere it comes to light,
In every cranny but the right.

313. General Questions on Lesson L. — What kind of sentence is it, as a whole, in reference to its form? In construction? Point out the subordinate clause. What is its relation to the principal clause? What adverbial circumstance does it denote? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. Modifiers, etc.

314. Written Work for Next Lesson:—

Mark the *first ten* sentences in Lesson LI according to the **MODEL** in Lesson XXXVIII.

LESSON LI.

ADVERBIAL CLAUSES DENOTING PURPOSE OR RESULT.

315. The **subordinate clause** in a sentence may denote **purpose or result**.

316. **Analyze** the following sentences according to **MODEL** in **Lesson XLVII**, paying particular attention to the **adverbial clauses denoting purpose or result**.

- (1.) They are so unacquainted with men,
Their tameness is shocking to me.
- (2.) Then my digression is so vile, so base,
That it will live engraven in my face.
- (3.) Oh! Fix thy chair of grace, that all my powers
may, also, fix their reverence.
- (4.) They form so steep an ascent, that even with
eight or ten oxen, it is impossible.
- (5.) He had substituted for them winding roads so
that light carts drawn by single mules could transport
all the harvest.
- (6.) The requisition is a moderate one, so that the
industrious may earn a living independently.

(7.) Yet the progress of science is so rapidly reconstructing the past, that we may hope to solve even this problem.

(8.) You Moon! Have you done something wrong in
in Heaven,

That God has hidden your face.

(9.) We set out early in the morning, that we might reach the summit of the mountain by sunset.

(10.) The journey by rail to that far distant country is so tiresome, that we have but little desire to make it twice in one year.

(11.) Have respect to mine honor, that you may believe.

(12.) That you may profit by these lessons, I have endeavored to be very careful in their arrangement.

(13.) The Romans took Cincinnatus from the plow, that he might be dictator.

(14.) This law is short, in order that it may be more easily understood by the ignorant.

(15.) I never visit that great scholar, that I do not go away more learned.

317. General Questions on Lesson LI. — What kind of sentence is it, as a whole, in reference to its form? Its construction? Point out the subordinate clause. What is its relation to the principal clause? What adverbial circumstance does it denote? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. Modifiers, etc.

318. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson LII. according to the **MODEL** in Lesson XXXVIII.

LESSON LII.

ADVERBIAL CLAUSES DENOTING CONCESSIONS.

319. The **subordinate clause** in a sentence may denote **concession**.

Note.—Clauses used to concede something which stands in opposition to the idea in the principal clause are called **concessive clauses**. They are *adverbial elements of the third class*.

320. **Analyze** the following sentences according to the **MODEL** in **Lesson XLVII.**, paying particular attention to the **adverbial clauses denoting concession**.

(1.) The principal, although it was varied in its appearance, subsisted and influenced through a long series of generations.

(2.) Though his mind be ne'er so curst, his tongue is kind.

(3.) With firm resolve my steady bosom steel
Bravely to suffer, though I deeply feel.

(4.) The gallant man, though slain in fight he be,
Yet leaves his nation safe, his children free.

- (5.) Although I joy in thee,
I have no joy of this contract to-night.
- (6.) She saw not the bird, though it whirled untroubled by fear in wanton circles about his head.
- (7.) His dews drop mutely on the hill,
Though on its slope men sow and reap.
- (8.) This drying of the coffee in the immediate vicinity of the house, though it is a very general custom, must be a very disagreeable one.
- (9.) Though the mills of God grind slowly,
Yet they grind exceeding small.
Though with patience he stands waiting,
With exactness grinds he all.
- (10.) Notwithstanding I had read the description, I was totally unprepared for the reality.
- (11.) Although he was not an intelligent dog, he had wit enough to make known all his wants.
- (12.) Although life itself may not be full of fear without friendships, common sense tells us to make friends.
- (13.) This little dwarf is not big, though he may stand on a lofty mountain.
- (14.) Though they fell, they fell like stars,
Streaming splendor through the skies.
- (15.) Foul deeds will rise,
Though all the earth o'erwhelm them to men's eyes.

321. General Questions on Lesson LII. — What kind of a sentence is it, as a whole, in reference to its form and construction? Point out the subordinate clause. What is its relation to the principal clause? What adver-

bial circumstance does it denote? What does it modify? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. The modifiers, etc.

322. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson LIII according to the **MODEL** in **Lesson XXXVIII.**

LESSON LIII.

ADVERBIAL CLAUSES DENOTING CONDITION.

323. The **subordinate clause** in a sentence may denote a **condition**.

324. **Analyze** the following sentences according to the **MODEL** in **Lesson XLVII**, paying particular attention to the **adverbial clauses denoting condition**.

- (1.) If thou wilt swear, swear by thy gracious self.
- (2.) And yet the truth may lose its grace,
 If blurted to a person's face.
- (3.) My courage try by combat, if thou durst.
- (4.) The flighty purpose ne'er is overtook,
 Unless the deed go with it.
- (5.) I cannot for the stage a drama lay,
 Tragic or comic ; but thou writ'st the play.
- (6.) If the thoughts of such authors have nothing in them, they at least show an honest industry and a good intention in the composer.
- (7.) If thou attempt it, it will cost thee dear.
- (8.) O, gentle Romeo, if thou dost love, pronounce it faithfully.
- (9.) If thou cans't, do it.

- (10.) Had he thy reason, would he skip and play?
- (11.) Go, if thy ancient but ignoble blood has crept through scoundrels ever since the flood.
- (12.) To abstract the mind from all local emotions, would be impossible, were it endeavored.
- (13.) If such there breathe, go, mark him well.
- (14.) If man alone engross not Heaven's high care,
Alone made perfect here, immortal there,
Snatch from him the balance and the rod
Re-judge his justice, be the God of God.
- (15.) Had I a heart for falsehood framed,
I ne'er could injure thee.

325. General Questions on Lesson LIII. — What kind of a sentence is it, as a whole, in reference to its form? Its construction? Point out the subordinate clause. What is its relation to the principal clause? What does it modify? What adverbial circumstance does it denote? Point out the subject and predicate in the principal clause. In the subordinate clause. The connective. Modifiers, etc.

326. Written Work for Next Lesson:—

Mark the *first ten* sentences from Lesson LIV according to **MODEL** in **Lesson XXXVIII.**

LESSON LIV.

ADVERBIAL CLAUSES DENOTING COMPARISON.

327. The **subordinate clause** in a sentence may denote comparison.

328. Analyze the following sentences according to **MODEL** in Lesson XLVII, paying particular attention to the **adverbial clauses denoting comparison**.

- (1.) My brother is older, than I am.
- (2.) I had rather be a kitten and cry mew, than one of these same metre ballad-mongers.
- (3.) To me more dear, congenial to my heart,
One native charm, than all the gloss of art.
- (4.) Doubtless the pleasure is as great
Of being cheated, as to cheat.
- (5.) He should care no more for meeting that phantom, opinion, than for meeting a ghost.
- (6.) It is a custom more honored in the breach, than in the observance.
- (7.) And how can man die better,
Than facing fearful odds,
For the ashes of his fathers
And the temples of his gods.

- (8.) I drink no more, than a sponge.
- (9.) Example is more forcible, than precept.
- (10.) Fear guides more to their duty, than gratitude.
- (11.) 'Tis better to have loved and lost, than never to have loved at all.
- (12.) Corruption wins not more, than honesty.
- (13.) Thou art more unstable, than water.
- (14.) Than this, nothing is more to be feared.
- (15.) Better than he, none live.

329. General Questions on Lesson LIV — Similar to those in previous Lesson.

330. Written Work for Next Lesson: —

Mark the *first ten* sentences in Lesson LV according to **MODEL** in Lesson XXXVIII.

LESSON LV.

SENTENCES WITH TWO OR MORE INDEPENDENT SUBORDINATE CLAUSES.

331. A complex sentence may contain two or more subordinate clauses entirely independent of each other.

332. Such sentences are analyzed according to the models previously given.

333. **Analyze** the following sentences combining the proper models from those previously given.

(1.) The halls *which are filled to overflowing with the finest works of ancient art*, would, *if they were placed side by side*, make a row two miles in length.

(2.) What I mean is, that no boy or girl should leave school without possessing a grasp of the general character of science.

(3.) What Wythe, Pendleton, Blande, and Peyton Randolph could urge against them was, that they were unbecoming and unnecessary.

(4.) As I was no stranger to this art, I requested, that the boy would let me paint it myself.

(5.) As it purples in the zenith,
As it brightens on the lawn,
There's a hush of death about me
And a whisper, "He is gone."

(6.) Dr. Watts's statement, "that birds in their little nests agree," as many other such statements are, is very far from being true.

(7.) Do not defy mankind, was what advice he gave me.

(8.) Why he went, was what I wanted to know.

(9.) The conjectures, which have been formed upon the date of this book, are so various, that they show themselves to rest upon a very slight foundation.

(10.) Wherefore do you deceive me, my son, was what he said to the undutiful boy.

(11.) Will it ever be worse was the question, when everything was sliding and bumping about.

(12.) As soon as his brain was clear, it resumed the scheme only laid aside, when his reason left him.

(13.) Of course, when I speak of the geological deposits as so completely unveiled to us here, I do not forget the sheet of drift which covers the continent from north to south.

(14.) A small tree which was of quite a different kind, arose from the centre of a clump of trees, around which a wild grape gadded luxuriantly.

(15.) Years ago, when I was in Palestine, I met a German student who was accumulating materials for a history of Christianity,

334. General Questions on Lesson LV. — What kind of a sentence is it, as a whole, in reference to its form? Its construction? How many subordinate clauses has it? Point them out. What is the relation of the first one to the principal clause? Of the second one? Point out the subject and predicate in the first subordinate clause. In the second subordinate clause. Connectives in each. Modifiers, etc.

335. Written Work for Next Lesson:—

Mark the *first ten sentences* in Lesson LVI, according to the **MODEL** given below.

Note.—Observe that the subject and predicate in the principal statement of the subordinate clause, are both overscored and underscored. This is to show that while the clause in which they occur is subordinate to the entire sentence, it is principal to the subordinate clause contained within itself.

MODEL:—

I know, (you are (the) man (whom) he means.)
Object. Adjective.

LESSON LVI.

COMPLEX SUBORDINATE CLAUSES.

336. A subordinate clause may contain within itself another subordinate clause; it is then a **complex element of the third class**. This subordination may extend indefinitely through a number of clauses, each one being in succession subordinate to the preceding. All are to be taken together as one complex element of the third class.

337. Analyze the following sentences according to the **MODEL**, paying particular attention to the **complex elements of the third class**.

MODEL. — *I am the man who called you, as you were passing.*

This is a

declarative,

complex sentence, in which the subordinate clause is **who-passing**.

In the principal clause

I is *the subject*, and

am-man is *the predicate*; *am* is the copula and *man* is the attribute.

Man is modified by *the*, a simple, adjective element of the first class, also by *who-passing*, a complex, adjective element of the third class, in which

who is the *subject* and *connective*, and
called is the *predicate*;

called is modified by *you*, a simple, objective element of the first class, also by *as-passing*, a simple, adverbial element of the third class, of which

you is the *subject*,
were passing is the *predicate*;
were is the *auxiliary*, *passing* is the *attribute*, and **as** is the *connective*.

338. (1.) I am incessantly told, *that we who advocate the introduction of science into schools, make no allowance for the average girl and boy.*

(2.) Who can wonder that, when George took such an office on himself, punishment and humiliation should fall upon people and chief.

(3.) And you scarce would start,
If, from a beach's heart,
A blue-eyed Dryad, stepping forth should say,
“Behold me, I am May.”

(4.) And often did beguile her of her tears,
When I did speak of some distressful stroke
That my youth suffered.

(5.) For in that sleep of death, what dreams may come,
When we have shuffled off this mortal coil,
Must give us pause.

(6.) It is gone, that sensibility of principal, which felt a stain like a wound, and inspired a courage, while it mitigated ferocity.

(7.) It is the ancient feeling of the human heart, that knowledge is better than riches.

(8.) I believe the fact to be, that wit is very seldom the only eminent quality which resides in the minds of men.

(9.) How different might have been the result, if the bark of Columbus had taken a more northerly direction, as he at one time meditated.

(10.) There is scarcely a form of beauty, that has ever met my eye, and which is not to be found in this gallery.

(11.) But I can say,
I felt as shame-faced all that day,
As if folks heard her name right well.

(12.) I hope, if you have, you will soon be forgiven,
And shine again in your place.

(13.) I told you just now, that I was going up-town
to-morrow, because I always made it a rule to interpose,
when affairs of state were on the carpet.

(14.) It has often perplexed me to imagine, how an Englishman will be able to reconcile himself to any future existence, from which the earthly institution of dinner shall be excluded.

(15.) And she glides
Into his darker musings with a mild
And gentler sympathy that steals away
Their sharpness, ere he is aware.

339. General Questions on Lesson LVI.—What kind of sentence is it, as a whole, in reference to its form? Its construction? What is the subordinate clause? Is it simple or complex? What is its relation to the principal clause? What is the subordinate clause contained within it? What is its relation to *its* principal clause? Subjects and predicates. Connectives. Modifiers, etc.

340. Written Work for Next Lesson:—

Mark the *first ten* sentences in Lesson LVII according to **MODELS** previously given.

LESSON LVII.

COMPLEX SENTENCES.

341. **Analyze** the following sentences according to the **MODELS** previously given: —

(1.) Have you not love enough to bear with me, when that rash humor which my mother gave me makes me forgetful.

(2.) Now when they were gone over the stile, they began to contrive with themselves, what they should do at that stile.

(3.) Over this stile is the way to Doubting Castle which is kept by the Giant Despair, who despiseth the King of the Celestial Country.

(4.) Many, therefore, that followed after read, what was written and escaped the danger.

(5.) But this I will avow, that I have scorned and still do scorn to hide my sense of wrong.

(6.) So scornfully confident was Cataline, that he offered to place himself under surveillance at the house of any senator whom Cicero might name.

(7.) Curius who was present immediately furnished Cicero with an account of what had transpired.

(8.) He then invited the Senate to say, what was to be done to those apostates whose treason was now demonstrated.

(9.) The Senate, he observed, must have heard with pleasure, that Cæsar condemned the conspiracy.

(10.) But I remember, when the fight was done,
When I was dry with rage and extreme toil,
Breathless and faint leaning upon my sword,
Came there a certain Lord, neat, trimly dressed,
Fresh, as a bridegroom.

342. General Questions on Lesson LVII.—Similar to those in previous Lessons.

343. Written Work for Next Lesson:—

Mark the *first five sentences* in Lesson LVIII, according to the **MODELS** previously given.

LESSON LVIII.

COMPLEX SENTENCES.

344. Analyze the following sentences according to the **MODELS** previously given: —

(1.) When the Emperor signalled, that he had no further charge to make, Augustus said, “next time, when you give ear to information against honest men, take care, that your informants are honest men themselves.”

(2.) It was many and many a year ago,
In a kingdom by the sea,
That a maiden lived, whom you may know,
By the name of Annabel Lee.

(2.) “George, be a king,” were the words which his mother was forever croaking in the ears of her son.

(3.) It may be remarked, that Mr. Penn did not marry Miss Fotheringay, and that Capt. Costigan and Major Pendennis came near having a duel on the subject.

(5.) In his life and character, you have a most striking example of what energy and indomitable perseverance can do, even when they are opposed by the most adverse circumstances.

(6.) The fact that many, whether it is correct or erroneous, regard the legal claim right only in form, and wrong in substance, enhances the value of the spectacle, as an exhibition of our respect for law, and fully refutes the charge of lawlessness.

(7.) It was that exhibition which gave me my first thrill as a patriot, and which changed me from the too common condition of one who laughingly accepts any reflections upon our institutions into a seeker after the truth of these charges.

(8.) If, as we are wont to claim, we are really in earnest, when we deprecate the state of our spiritual life, we shall accomplish more by rational effort, than by Jeremiads.

(9.) I deny not, that it is of the greatest concernment in the church and commonwealth to have a vigilant eye on, how books demean themselves as well as men.

(10.) I have often thought on a saying quoted from Pitt, to the effect, that he learned, what he knew of history from Shakespeare.

345. General Questions on Lesson LVIII.—

Similar to those in previous lessons.

346. Written Work for Next Lesson:—

Mark the *first five* sentences in Lesson LIX according to the **MODELS** previously given.

LESSON LIX.

COMPLEX SENTENCES.

347. Analyze the following sentences according to the **MODELS** previously given.

(1.) Yet, said he, poor piper as I am,

In Tartary, I freed the Cham

Last June, from his huge swarm of gnats.

(2.) He stood and called

His legions, angel forms, who lay entranced

Thick as autumnal leaves that strew the brooks

In Valambrosa, where the Etrurian shades,

High overarched imbower.

(3.) The discovery of Shakespeare's methods leads me to realize the statement of Aristotle, that poetry is more philosophical and more important, than history.

(4.) I say private, because, if an article be libellous and seditious, the law is open, and any one may proceed against the author and compel him either to give up the publisher or bear the penalty.

(5.) By that heaven that bends above us, by that
God we both adore,

Tell this soul with sorrow laden, if within the
distant Aidenn,

It shall clasp a sainted maiden whom the angels
call Lenore!

(6.) In his serving him and promoting his welfare, there are fields of bloodless triumph nobler far, than any, in which the bravest knights have conquered.

(7.) I know, that we shall starve, if not soon relieved.

(8.) There is another view of reading, which, though it is obvious enough, is seldom taken, I imagine, or at least acted upon.

(9.) And, if we did so, it is probable our chat would be thin and eager, as if delivered from a camp stool in a parrot house.

(10.) I hope you will consider, that the arguments I have now stated, even if there were no better ones, constitute a sufficient apology for urging the introduction of science into schools.

348. General Questions on Lesson LIX.—

Similar to those in previous Lessons.

349. Written Work for Next Lesson:—

Mark the *first five sentences* in Lesson LX, according to the **MODELS** previously given.

LESSON LX.

COMPOUND SENTENCES.

350. Two or more simple sentences united by coördinate conjunctions form a **compound sentence**. Two or more complex sentences thus united form a **complex-compound sentence**. A **mixed sentence** is one whose members coördinately combined consist in part of simple and in part of complex statements.

351. These independent parts or clauses of a *compound*, *complex-compound*, or *mixed* sentence are called its **members**, and are analyzed separately and in order, according to the models previously given.

352. Analyze the following sentences according to the **MODEL**, paying particular attention to the coördinate conjunctions connecting independent members of the sentence.

MODEL. — *Thy grandsire loved thee well,
And many a time he danced thee on his
knee.*

This is a —

declarative,

compound sentence, consisting of two members, the first of which is *Thy-well*, the second *many-knee*, connected by the coördinate conjunction **and**. The first member is a

declarative,

simple statement, etc. (*Follow Models previously given*).

353. (1.) Here are your sons again, and I must lose two of the sweetest companions in the world.

(2.) Return, and I will deal with thee.

(3.) The fathers were ordered to decamp, and the house was once again converted into a tavern.

(4.) Trust not yourself, but your defects to know
Make use of every friend, and every foe.

(5.) But the lawyers smiled that afternoon,
When he hummed in court an old love tune ;
And the young girl mused beside the well,
Till the rain on the unraked clover fell.

(6.) The skipper he stood beside the helm,
His pipe was in his mouth,
And he watched, how the veering flaw did blow
The smoke, now west, now south.

(7.) All the world's a stage, and all the men and women players.

(8.) Oh! It is excellent
To have a giant's strength ; but it is tyrannous
To use it like a giant.

(9.) "I can't," never did anything ; "I will try," has done wonders.

(10.) Moderate lamentation is the right of the dead,
excessive grief the enemy to the living.

(11.) Thomas and George have gone to their father's
farm, but they will return soon.

(12.) Few and short were the prayers we said,
And we spoke not a word of sorrow;
But we steadfastly gazed on the face of the
dead,
As we bitterly thought on the morrow.

(13.) We do pray for mercy, and that same prayer
doth teach us all to render the deeds of mercy.

(14.) The steer and the lion at one crib shall meet,
And harmless serpents lick the pilgrim's feet.

(15.) Mine honor is my life, both grown in one;
Take honor from me, and my life is done.

354. General Questions on Lesson LX.—What kind of sentence is it, as a whole, with reference to its form? Its construction? How many members has it? Name them. By what are they connected?

Note.—Take each member separately, and ask questions similar to those given in the previous lessons.

SENTENCES FOR PRACTICE.

1. There is no secret in the heart which our actions do not disclose. — *Anonymous.*
2. The eagle of one house is the fool of another. — *Gresset.*
3. Ask the man of adversity, how other men act toward him. — *Greville.*
4. In a man or woman, but far most in man,
And most of all in man that ministers,
And serves the altar, in my soul I loathe
All affectation. — *Cowper.*
5. Affectation is a greater enemy to the face, than small-pox. — *St. Evremond.*
6. The poor wren, the most diminutive of birds will fight,
Her young ones in the nest, against the owl.
— *Shakespeare.*
7. Oh! sir, you are old. — *Shakespeare.*
8. A grandam's name is little less in love
Than is the doting title of a mother.
— *Shakespeare.*

9. There cannot live a more unhappy creature than an ill-natured old man who is neither capable of receiving pleasures, nor sensible of doing them to others.

— *Sir W. Temple.*

10. It is a shame for a man to rest in ignorance of the structure of his own body. — *Melancthon.*

11. By the Gods,
You shall digest the venom of your spleen,
Though it do split you. — *Shakespeare.*

12. Let blockheads read, what blockheads wrote.
— *Chesterfield.*

13. It is the height of art to conceal art.
— *From the Latin.*

14. Choose the company of your superiors, whenever you can have it, that is the right and true pride.
— *Chesterfield.*

15. Therefore 'tis meet,
That noble men keep ever with their likes,
For who so firm, that cannot be seduced?
— *Shakespeare.*

16. The contemplation of celestial things will make a man both speak and think more sublimely and magnificently, when he descends to human affairs. — *Cicero.*

17. O Place! O Form!
How often dost thou with thy ease, thy habit
Wrench awe from fools, and tie the wiser souls
To thy false seeming? — *Shakespeare.*

18. It may be remarked for the comfort of honest poverty, that avarice reigns most in those who have but few good qualities to recommend them. — *Hughes.*

19. If you let slip time, like a neglected rose,
It withers on the stalk with languished head.

— *Milton.*

20. So it the fairer body doth procure,
To habit in.
For of the soul, the body form doth take
For soul is form, and doth the body make.

— *Spencer.*

21. From every blush that kindles in thy cheeks,
Ten thousand little loves and graces spring
To revel in the roses. — *Rowe.*

22. She looks as clear as morning roses newly washed
with dew. — *Shakespeare.*

23. A native grace,
Sat fair proportioned on her polished limbs,
Veiled in a simple robe, their best attire,
Beyond the pomp of dress. — *Thompson.*

24. It was a very proper answer to him who asked,
why any man should be delighted with beauty?

— *Clarendon.*

25. There is death in the pot. — *2 Kings*, ix: 40.

26. What's one man's poison, Signor,
Is another's meat or drink. — *B. & Fletcher.*

27. Too poor for a bribe, and too proud to importune,
He hath not the method of making a fortune.

— *Gray.*

18. The feather whence the pen
Was shaped, that traced the lines of these good
men,
Dropped from an angel's wing. — *Wordsworth.*

29. Obedience,
Bane of all genius, virtue, freedom, truth,
Makes slaves of men, and of the human frame —
A mechanized automaton. — *Shelly.*

30. Of whom to be praised were no small praise.
— *Milton.*

31. A prophet is not without honor save in his own
country, and in his own house — *Matthew, xiii: 57.*

32. I have no other but a woman's reason,
I think him so, because I think him so.
— *Shakespeare.*

33. It was a childish ignorance,
But now 'tis little joy,
To know I'm farther off from Heaven,
Than when I was a boy. — *Hood.*

33. A thousand hearts beat happily ; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spoke again,
And all went merry as a marriage bell.
— *Byron.*

35. The river, Rhine, it is well known,
 Doth wash your city of Cologne ;
 But tell me, Nymphs ! What power divine
 Shall henceforth wash the river Rhine ?

— Coleridge.

36. He knew
 Himself to sing, and build the lofty rhyme.

— Milton.

37. Whatever is, is right. — Pope.

38. He that is robbed, not wanting what is stolen,
 Let him not know't, and he's not robbed at all.

— Shakespeare.

39. By robbing Peter he paid Paul, and hoped to catch
 larks, if ever the heavens should fall. — Rabelais.

40. This saying, “ Before one could say Jack Robinson,” is said by Grose to have originated from a very volatile old gentleman of that appellation, who would call on his neighbors, and be gone before his name could be announced.

— Anon.

41. Some asked me, where the rubies grew
 And nothing I did say,
 But with my finger pointed to
 The lips of Julia. — Herrick.

42. High on a throne of royal state, which far
 Outshone the wealth of Ormus and of Ind,
 Or where the gorgeous East with richest hand
 Showers on her kings barbaric pearls and gold,
 Satan exalted sat, by merit rais'd
 To that bad eminence. — Milton.

43. The schoolmaster is abroad, and I trust to him
armed with his primer, against the soldier in full military
array. —*Lord Brougham.*

44. He was not of an age, but for all time.
—*Ben. Johnson.*

45. I've often wished that I had clear,
For life, six hundred pound a year,
A handsome house to lodge a friend,
A river at my garden's end. —*Swift.*

46. Here Skugg
Lies snug,
As a bug
In a rug. —*B. Franklin.*

47. I am thy father's spirit,
Doomed for a certain term to walk the night,
And for the day confined to fast in fires,
Till the foul crimes, done in my days of nature
Are burnt and purged away. —*Shakespeare.*

48. Who taught the heaven directed spire to rise?
—*Pope.*

49. Poor naked wretches, whereso'er you are,
That bide the pelting of this pitiless storm,
How shall your houseless heads and unfed sides,
Your looped and window'd raggedness defend you.
—*Shakespeare.*

50. 'Tis good in every case, you know,
To have two strings unto your bow. —*Churchill.*

51. Critics are a kind of freebooters in the republic of letters, who, like deer, goats and divers other graminivorous animals, gain subsistence by gorging upon the buds and leaves of the young shrubs of the forest, thereby robbing them of their verdure, and retarding their progress to maturity.

— *W. Irving.*

52. Early, bright, transient,
Chaste as morning dew,
She sparkled, was exalted,
And went to Heaven. — *Young.*

53. In all my wanderings round this world of care,
In all my griefs,
I still had hopes my latest hours to crown,
Amidst the humble bowers to lay me down,
To husband out life's taper at the close,
And keep the flame from wasting by repose.

— *Goldsmith.*

54. The touch of kindred too and love he feels.
— *Thomson.*

55. It should seem, that indolence itself would incline a person to be honest, as it requires infinitely greater pains and contrivance to be a knave. — *Shenstone.*

56. Let honesty be as the breath of thy soul, and never forget to have a penny, when all thy expenses are enumerated and paid. — *Franklin.*

57. Thus through what path so'er of life we rove,
Rage companies our hate, and grief our love.
— *Prior.*

58. The ample proposition that hope makes
 In all designs begun on earth below,
 Fails in the promised largeness. — *Shakespeare*.
59. Man never is, but always to be blest. — *Pope*.
60. Even through the hollow eyes of death,
 I spy life peering, but I dare not say
 How near the tidings of our comfort is.
 — *Shakespeare*.
61. Search others for virtues and thyself for thy vices.
 — *Fuller*.
62. Humility is a virtue all preach, none practice, and
 yet everybody is content to bear. — *Shelden*.
63. Famished people must be slowly nursed,
 And fed by spoonfuls, else they always burst.
 — *Byron*.
64. And oft though wisdom wakes, suspicion sleeps
 At wisdom's gates, and to simplicity
 Resigns her charge, while goodness thinks no ill
 Where no ill seems. — *Milton*.
65. Things, done well,
 And with a care, exempt themselves from fear ;
 Things, done without example, in their issue
 Are to be feared. — *Shakespeare*.
66. The man who only relates what he has heard or
 read, or talks of sensible men or sensible books in general
 terms, or of celebrated passages in celebrated authors,

may talk *about sense*; but he alone, who speaks the sentiments that arise from the force of his own mind employed upon the subjects before him, can talk sense.

— *Greville*.

67. The hate which we all bear with the most Christian patience, is the hate of those who envy us. — *Cotton*.

68. One thing which makes us find so few people who appear reasonable and agreeable in conversation is, that there is scarcely any one who does not think more of what he is about to say than of answering precisely what is said to him. The cleverest and most complaisant people content themselves with merely showing an attentive countenance, while we can see in their eyes and mind a wandering from what is said to them, and an impatience to return to what they wish to say; instead of reflecting that it is a bad method of pleasing or persuading others, to be so studious of pleasing oneself; and that listening well and answering well is one of the greatest perfections that can be attained in conversation. — *La Rochefoucauld*.

69. The more any one speaks of himself, the less he likes to hear another talked of. — *Lavater*.

70. The hand that unnerved Belshazzar derived its most horrifying influence from the want of *a body*; and death itself is not formidable in what we do know of it, but in what we do *not*. — *Colton*.

71. A physician is not angry at the intemperance of a mad patient, nor does he take it ill to be railed at by a man in a fever. Just so should a wise man treat all mankind, as a physician does his patient, and look upon them only as sick and extravagant. — *Seneca*.

72. An egotist will always speak of himself, either in praise or in censure: but a modest man ever shuns making himself the subject of his conversation.

— *La Bruyère.*

73. The drying up a single tear has more
Of honest fame, than shedding seas of gore.

— *Byron.*

74. A man's character is like his shadow, which sometimes follows and sometimes precedes him, and which is occasionally longer, occasionally shorter than he is.

Anon.

75. "Whom the Gods love die young," was said of
yore,

And many deaths do they escape by this.

— *Byron.*

76. To follow foolish precedents, and wink
With both our eyes, is easier than to think.

— *Cowper.*

77. If envy, like anger, did not burn itself in its own fire, and consume and destroy those persons it possesses, before it can destroy those it wishes worst to, it would set the whole world on fire, and leave the most excellent persons the most miserable.

— *Clarendon.*

78. It is much easier to ruin a man of principle, than a man of none, for he may be ruined through his scruples. Knavery is supple, and can bend, but honesty is firm and upright, and yields not.

— *Colton.*

79. True hope is based on energy of character. A strong mind always hopes, and has always cause to hope,

because it knows the mutability of human affairs, and how slight a circumstance may change the whole course of human events. Such a spirit, too, rests upon itself; it is not confined to partial views, or to one particular object. And if at last all should be lost, it has saved itself — its own integrity and worth. Hope awakens courage, while despondency is the last of all evils; it is the abandonment of good, — the giving up of the battle of life with dead nothingness. He who can implant courage in the human soul is the best physician.

— *Von Knebel.*

80. Neither a borrower nor a lender be;
For loan oft loses both itself and friend;
And borrowing dulls the edge of husbandry.

— *Shakespeare.*

85. In companions
That do converse and waste the time together,
Whose souls do bear an equal yoke of love,
There must needs be a like proportion
Of lineaments, of manners, and of spirit.

— *Shakespeare.*

86. Most men have more courage, than even they themselves think they have.

— *Greville.*

- 87 A man who is furnished with arguments from the mint, will convince his antagonist much sooner, than one who draws them from reason and philosophy. Gold is a wonderful clearer of the understanding; it dissipates every doubt and scruple in an instant; accommodates itself to the meanest capacities; silences the loud and clamorous, and brings over the most obstinate and inflexible.

— *Addison.*

88. The passion of fear (as a modern philosopher informs me), determines the spirits to the muscles of the knees, which are instantly ready to perform their motion, by taking up the legs with incomparable celerity, in order to remove the body out of harm's way.—*Shaftesbury.*

89. Silence is the perfectest herald of joy: I were but little happy, if I could say how much. —*Shakespeare.*

90. The turnpike road to people's hearts, I find,
Lies through their mouths, or I mistake mankind.
—*Peter Pindar.*

91. Soft hour! which wakes the wish and melts the heart,
Of those who sail the seas on the first day
When they from their sweet friends are torn apart;
Or fills with love the pilgrim on his way
As the far bell of vesper makes him start,
Seeming to weep the dying day's decay;
Is this a fancy which our reason scorns?
Ah! surely nothing dies but something mourns!
—*Byron.*

92. There is nothing more universally commended, than a fine day; the reason is, that people can commend it without envy.
—*Shenstone.*

93. Employment, which Galen calls “nature's physician,” is so essential to human happiness, that Indolence is justly considered the mother of Misery. —*Burton.*

94. I, under fair pretence of friendly ends,
And well-plac'd words of friendly court'sy,

Baited with reason not unplausible,
Wind me into the easy-hearted man,
And hug him into snares.

— *Milton.*

95. A man should be careful never to tell tales of himself to his own disadvantage; people may be amused, and laugh at the time, but they will be remembered, and brought up against him upon some subsequent occasion.

— *Johnson.*

96. You may depend upon it that he is a good man whose intimate friends are all good. — *Lavater.*

97. Reputation, reputation, reputation! O, I have lost my reputation! I have lost the immortal part of myself. — *Shakespeare.*

98. As ceremony is the invention of wise men to keep fools at a distance, so good breeding is an expedient to make fools and wise men equals. — *Steele.*

99. Horace appears in good humor while he censures, and therefore his censure has the more weight, as supposed to proceed from judgment, not from passion.

— *Young.*

100. Few persons have sufficient wisdom to prefer censure which is useful to them, to praise which deceives them. — *La Rochefoucauld.*

101. I will no more trust him, when he leers, than I will a serpent, when he hisses. — *Shakespeare.*

102. Tender not twice to any man the favors you may have it in your power to confer, and be not too loquacious, while you wish to be esteemed for your kindness.

— *Cato.*

103. Make not thy friends too cheap to thee, nor thyself to thy friend.

— *Fuller.*

104. The lightsome countenance of a friend giveth such an inward decking to the house where it lodgeth, as proudest palaces have cause to envy the gilding.

— *Philip Sydney.*

105. Celestial happiness! Whene'er she stoops
To visit earth, one shrine the goddess finds,
And one alone, to make her sweet amends
For absent heaven, — the bosom of a friend,
Where heart meets heart,
Each other's pillow to repose divine.

— *Young.*

106. He that can endure
To follow with allegiance a fallen lord,
Does conquer him that did his master conquer,
And earns a place i' the story. — *Shakespeare.*

107. If a man do not erect in this age his own tomb, ere he dies, he shall live no longer in monument, than the bell rings, and the widow weeps.

— *Shakespeare.*

108. All that glitters is not gold,
Gilded tombs do worms infold. — *Shakespeare.*

109. O Heaven! Were man
But constant, he were perfect: that one error
Fills him with faults.

— *Shakespeare.*

110. The evil, that men do lives after them ;
The good is oft interred with their bones.

— *Shakespeare.*

111. The excesses of our youth are draughts upon our old age, payable with interest, about thirty years after date.

— *Colton.*

112. Evils in the journey of life are like the hills which alarm travellers upon their road ; they both appear great at a distance, but when we approach them we find that they are far less insurmountable, than we had conceived.

— *Colton.*

113. For life is not to live, but to be well.

— *Martial*

114. The hedge-sparrow fed the cuckoo so long,
That it had its head bit off by its young.

— *Shakespeare.*

115. One ungrateful man does an injury to all who stand in need of aid.

— *P. Syrius.*

116. Then burst his mighty heart :

And, in his mantle muffling up his face,
Even at the base of Pompey's statue,
Which all the while ran blood, great Cæsar fell.

— *Shakespeare.*

117. He doth nothing but talk of his horse ; and he makes it a great appropriation to his own good parts, that he can shoe him himself.

— *Shakespeare.*

118. Few men are raised in our estimation by being too closely examined.

— *Anonymous.*

119. The animal with long ears, after having drunk,
gives a kick to the bucket. — *Anonymous.*

120. What is there in man so worthy of honor and reverence as this,—that he is capable of contemplating something higher than his own reason, more sublime than the whole universe: that spirit which alone is self-subsistent, from which all truth proceeds, without which is no truth. — *Jacobi.*

121. Let eternal infamy pursue
The wretch, to nought but his ambition true,
Who, for the sake of filling with one blast
The post-horns of all Europe, lays her waste.
— *Cowper.*

122. Brutus hath riv'd my heart;
A friend should bear his friends infirmities,
But Brutus makes mine greater than they are.
— *Shakespeare.*

123. When a true genius appears in the world, you may know him by this sign, that the dunces are all in confederacy against him. — *Swift.*

124. The proper means of increasing the love we bear our native country, is to reside some time in a foreign one. — *Shenstone.*

125. Gaming finds a man a cully, and leaves him a knave. — *Brown.*

126. He enter'd in his house — his home no more,
For without hearts, there is no home; — and felt
The solitude of passing his own door
Without a welcome. — *Byron.*

127. New customs,
Though they be never so ridiculous,
Nay, let them be unmanly, yet are follow'd
— *Shakespeare.*

128. 'Tis not my talent to conceal my thoughts,
Or carry smiles and sunshine in my face,
When discontent sits heavy at my heart.
— *Addison.*

129. God made the country, and made the town
What wonder, then, that health and virtue, gifts
That can alone make sweet the bitter draught
That life holds out to all, should most abound,
And least be threatened in the fields and groves.
— *Cowper.*

130. The age unquestionably produces (whether in
greater or less number than in former times, I know
not), daring profligates and insidious hypocrites. What
then? Am I not to avail myself of whatever good is to
be found in the world, because of the mixture of evil
that will always be in it? The smallness of the quantity
of currency only heightens the value. — *Burke.*

131. The ample proposition that hope makes
In all designs begun on earth below,
Fails in the promised largeness. — *Shakespeare.*

132. Look, as I blow this feather from my face,
And as the air blows it to me again,
Obeying with my wind when I do blow,
And yielding to another when it blows,
Commanded always by the greater gust;
Such is the lightness of you common men.
— *Shakespeare.*

133. Were I to make trial of any person's qualifications for an union of so much delicacy, there is no part of his conduct I would sooner single out, than to observe him in his resentments. And this not upon the maxim frequently advanced, "that the best friends make the bitterest of enemies;" but on the contrary, because I am persuaded that he who is capable of being a bitter enemy, can never possess the necessary virtues that constitute a true friend.

— *Melmath.*

134. The purest treasure mortal times afford,
Is — spotless reputation; that away,
Men are but gilded loam, or painted clay.

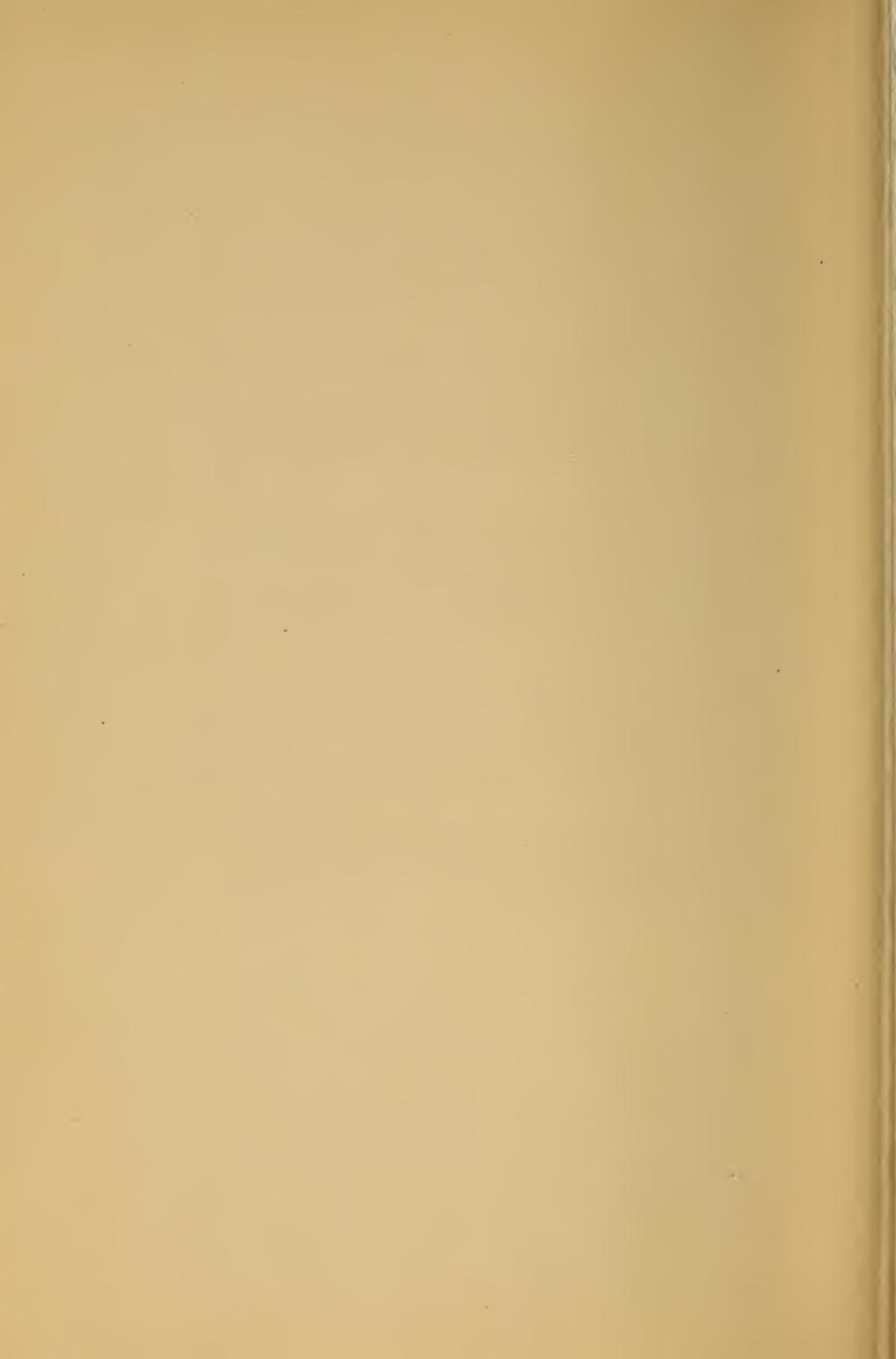
— *Shakespeare.*

135. 'Tis a snow ball which derives assistance
From every flake, and yet rolls on the same,
Even till an iceberg it may chance to grow.

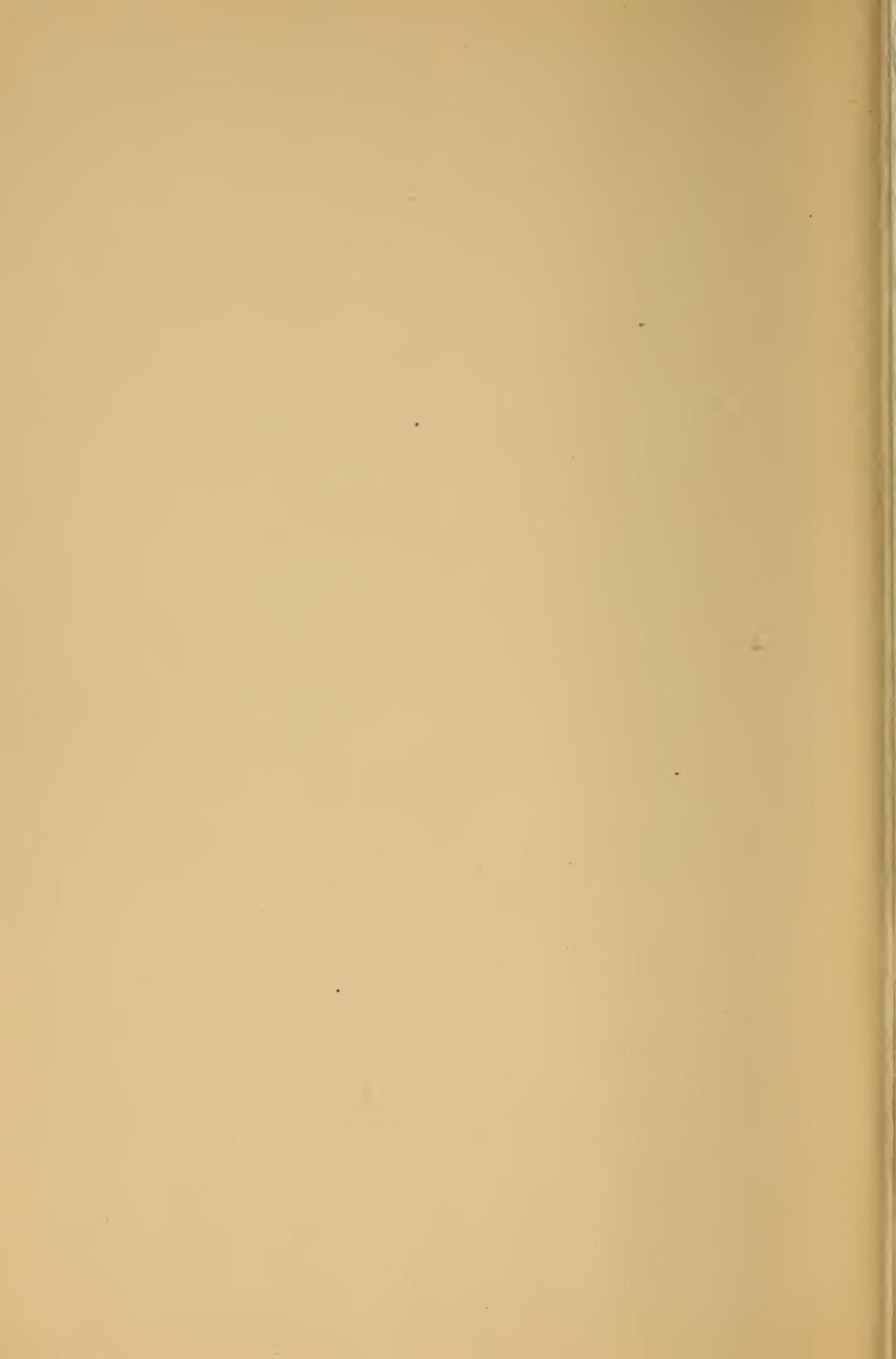
— *Byron.*

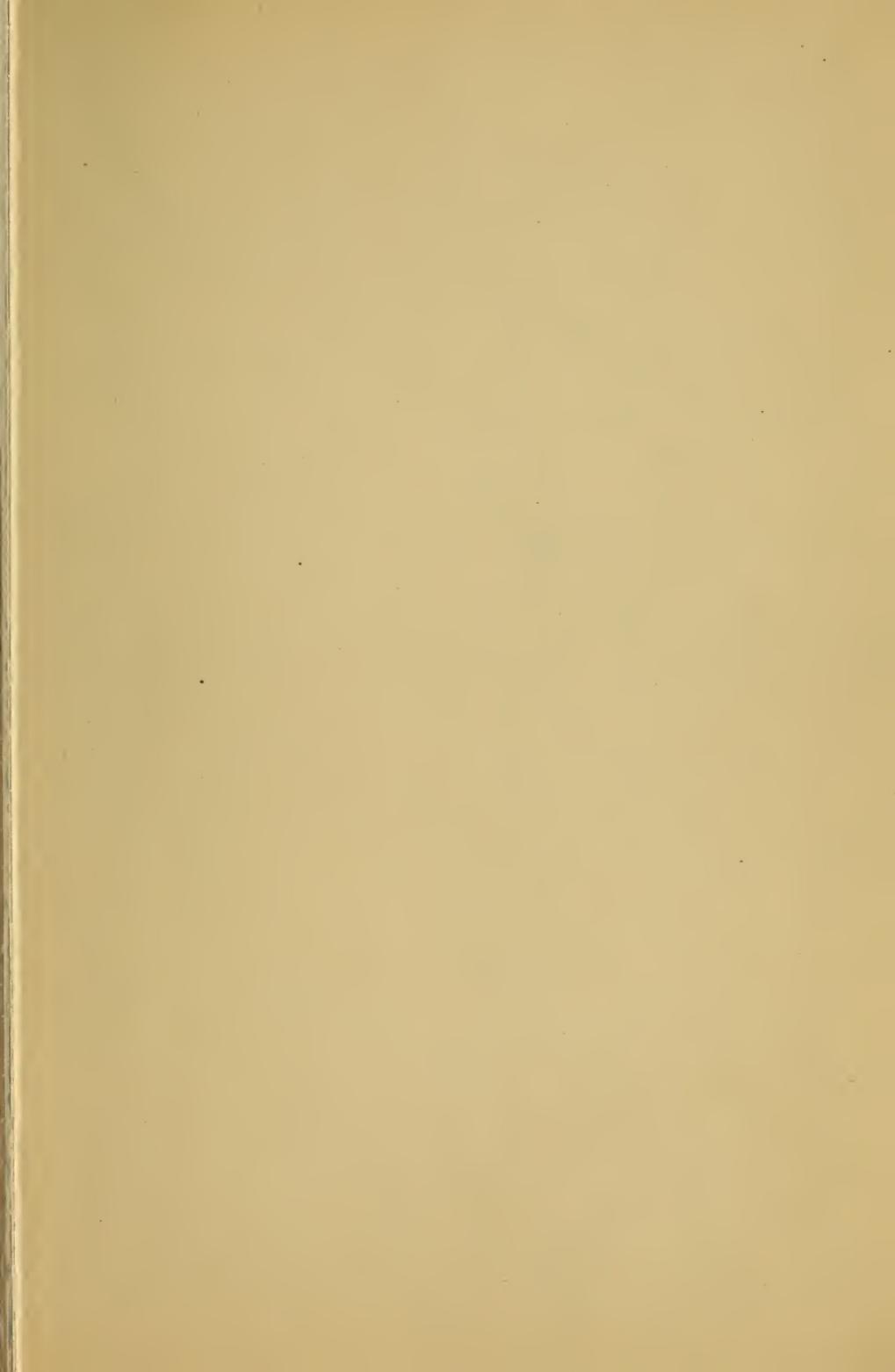
136. None but an author knows an author's cares,
Or Fancy's favor for the child she bears.

— *Byron*



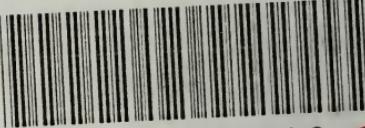








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